



**Universitas Negeri Surabaya
Faculty of Languages and Arts,
Indonesian Literature Undergraduate Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																											
Introduction to Philology	7920102088	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	July 16, 2024																																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																												
	Drs. Parmin, M.Hum.; Dr. Heny Subandiyah, M.Hum.		Prof. Dr. Setya Yuwana, M.A.			Drs. Parmin, M.Hum.																																																												
Learning model	Case Studies																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	PLO-9	Able to formulate various alternative problem solutions in the fields of Indonesian language and literature as a basis for understanding humanitarian problems																																																																
	Program Objectives (PO)																																																																	
	PO - 1	Mastering the basic concepts of philology as well as the history of the development of philology, text criticism methods and philological research procedures through face-to-face activities, training, structured assignments, independent study, to produce papers, oral philological recordings, and transliterations/transcriptions for presentation in class discussions and exhibitions/titles Department work Students are able to know the concepts of philology, the history of the development of philology, methods of text criticism, and carry out philological research																																																																
	PLO-PO Matrix																																																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6" style="padding: 5px;">PLO-9</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="6" style="padding: 5px;"></td> </tr> </table>						P.O	PLO-9						PO-1																																																			
P.O	PLO-9																																																																	
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px; text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																		
PO-1																																																																		
Short Course Description	Mastering the concept of philology, types of philology, objects of philology, objectives of philological research, the relationship between philology and other sciences, the benefits of philology for other sciences, history of philology, types of manuscripts, types of texts, traditions of copying manuscripts, techniques for determining the age of manuscripts, transliteration and transcription, methods of criticism texts, ancient philological research methods, modern/oral philological research methods, ancient philological research procedures, modern/oral philological research procedures through face-to-face activities, training, structured assignments, independent study to produce papers, oral philological recordings, and transliteration/transcription for presented in class discussions and exhibitions/department work.																																																																	
References	Main :																																																																	
	<ol style="list-style-type: none"> 1. Baried, Siti Baroroh, dkk. 1985 . Pengantar Teori Filologi . Jakarta: Pusat Pembinaan dan Pengembangan Bahasa. 2. Djamaris, Edwar.2006. Metode Penelitian Filologi. Jakarta: CV. Manaco. 3. Hutomo, Suripan Sadi. 1986. Filologi Lisan : Jakarta: Pusat Pembinaan dan Pengembangan Bahasa 4. Subandiyah, Heny. 2015. Pengantar Teori dan Metode Penelitian Filologi . Surabaya: Unesa University Press. 5. Supratno, Haris. 2010. Sosiologi Seni, Wayang Sasak Lakon Dewi Rengganis dalam Kontek Perubahan Masyarakat di Lombok. Surabaya: Unesa University Press. 6. Supratno, Haris. 2015 .Folklor Setengah Lisan Sebagai Media Pendidikan Karakter Mahasiswa (Kajian Sosiologi Seni). Surabaya: Unesa University Press. 7. Supratno, Haris dan Darni. 2015. Folklor Lisan Sebagai Media Pendidikan Karakter Mahasiswa (Kajian Sosiologi Seni) . Surabaya: Unesa University Press. 8. Robson. 1986 . Pengantar Filologi . Jakarta: Pusat Pembinaan dan Pengembangan Bahasa. 																																																																	
	Supporters:																																																																	
	<ol style="list-style-type: none"> 1. Beberapa buku yang merupakan hasil penelitian filologi (sudah terbit) 2. Beberapa laporan penelitian tentang naskah kuno nusantara (skripsi, tesis, maupun disertasi) 																																																																	

Supporting lecturer		Drs. Parmin, 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	Identify the concept of philology and types of philology and their characteristics	1. Identify the concept of philology, types of philology, and their characteristics. 2. Explain the concept of philology, types of philology, and their characteristics. 3. Explain the characteristics of each type of philology.	Criteria: 1.10: Correct answer 2.5: Answer is not correct 3.0: All answers are wrong Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 2 X 50		Material: Understanding philology etymologically and in terms of terms Reference: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	5%
2	Identify philological objects and objectives of philological research	1. Identify the objects of philology and the objectives of philological research. 2. Explain the object of philology and the objectives of philological research.	Criteria: 1.10: explanation and correct reasons 2.5: Correct explanation, incorrect reasoning 3.0: Incorrect explanation and reasoning Form of Assessment : Test	Explanations, questions and answers, discussions and assignments 2 X 50		Material: philological objects and objectives of philological research References: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	5%
3	Identify the relationship between philology and other sciences	1. Identify the relationship between philology and other sciences 2. Explain the relationship between philology and other sciences	Criteria: 1.20: Correct explanation, correct reason 2.10: correct explanation, wrong reasons 5: all wrong explanations and reasons Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 2 X 50		Material: relationship between philology and other sciences References: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	5%
4	Identify the benefits of philology for other sciences.	1. Identify the benefits of philology for other sciences. 2. Explain the benefits of philology for other sciences.	Criteria: 1.20. correct explanation, correct reason 2.10: correct explanation, wrong reason 3.0: wrong explanation and reasoning Form of Assessment : Test	Explanations, questions and answers, discussions and assignments 2 X 50		Material: benefits of philology for other sciences References: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	5%

5	1. Identify the history of philology	1. Explain the history of philology	Criteria: 1.15: correct explanation 2.10: explanation is not correct 3.0: all explanations are wrong Form of Assessment : Portfolio Assessment	Explanations, questions and answers, discussions and assignments 2 X 50		Material: history of philology Bibliography: <i>Several books which are the result of philological research (already published)</i>	5%
6	Identify the type of manuscript	1. Identify types of manuscripts 2. Explain types of manuscripts	Criteria: 1.10: correct explanations 2.5: explanation is not correct 3.0: all explanations are wrong Form of Assessment : Portfolio Assessment	Explanations, questions and answers, discussions and assignments 2 X 50		Material: types of manuscripts Library: <i>Several research reports on ancient Indonesian manuscripts (thesis, thesis, or dissertation)</i>	5%
7	Identify types of text and their differences from manuscripts	1. Identify types of text 2. Explain types of text 3. Explain the difference between manuscript and text	Criteria: 1.5: Correct explanation and examples 2.3: Correct explanation, incorrect examples 3.0: Wrong explanation and example Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 2 X 50		Material: types of text and their differences from manuscripts Reader: <i>Robson. 1986 . Introduction to Philology. Jakarta: Center for Language Guidance and Development.</i>	5%
8	UTS	Students can answer all questions correctly	Criteria: UTS Form of Assessment : Test	Subjective written exam 2 X 50 test		Material: UTS Library: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	10%
9	Identify manuscript copying traditions	1. Explain the concept of copying manuscripts 2. Explain the tradition of copying manuscripts 3. Explain techniques for copying manuscripts	Criteria: 1.10: correct answer, correct reason 2.5: Correct answer, incorrect reason 3.0: All answers are wrong Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 2 X 50		Material: tradition of copying manuscripts Reader: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	5%
10	Identify techniques for determining the age of manuscripts.	1. Identify the types of determining the age of a manuscript 2. Explain the criteria for determining the age of a manuscript 3. Explain the difference between a manuscript and a text	Criteria: 1.10: explanation is correct 2.5: explanation is not correct 3.0: all explanations are wrong Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 2 X 50		Material: techniques for determining the age of manuscripts Reference: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	10%

11	Transliteration and transcription of the manuscript	1. Explain the concept of transliteration and transcription of manuscripts. 2. Explain the techniques of transliteration and transcription of manuscripts	Criteria: 1.10: correct explanation, correct example 2.5: correct explanation, wrong example 3.0: no correct explanation Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 2 X 50		Material: Transliteration and transcription of manuscripts Bibliography: <i>Several research reports on ancient Indonesian manuscripts (thesis, thesis, or dissertation)</i>	10%
12	Identify methods of text criticism	1. Identify the concept of text criticism 2. Explain the types of text criticism 3. compose several verbal, nominal, adjectival, numeral and prepositional sentences	Criteria: 1.20: 4 correct identification 2.15: 3 correct identification 3.10: 2 correct identification 4.5: no correct identification Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 2 X 50		Material: text criticism methods References: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	5%
13	Identify philological research methods	1. Identify philological research methods 2. Explain Kono philological research methods 3. Explain modern philological research methods	Criteria: 1.20: correct and systematic explanation 2.15: the correct explanation is less systematic 3.0: wrong and unsystematic explanation Form of Assessment : Portfolio Assessment	Explanations, questions and answers, discussions and assignments 2 X 50		Material: philological research methods References: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	5%
14	Carrying out ancient philological research procedures	1. Identify the procedures/stages of ancient philological research 2. Explain the procedures/stages of ancient philological research 3. Carry out ancient philological research	Criteria: 1.15: 6-5 Stages correct 2.10: 4-3 Stages correct 3.5: 2-1 Stages correct 4.0: All wrong Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 2 X 50		Material: ancient philological research procedures References: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	5%
15	Carry out modern/oral philological research procedures	1. Explain the procedures/stages of ancient philological research. 2. Carry out modern/oral philological research	Criteria: 1.15: 5-4 Stages correct 2.10: 3-2 Stages correct 3.5: 1 Stages correct 4.0: All wrong Form of Assessment : Portfolio Assessment	Explanations, questions and answers, discussions and assignments 2 X 50		Material: modern/oral philological research procedures Bibliography: <i>Several research reports on ancient Indonesian manuscripts (thesis, thesis, or dissertation)</i>	5%

16	UAS	Students are able to answer all questions correctly	Criteria: - Form of Assessment : Test	Subjective written exam 2 X 50 test		Material: UAS Literature: <i>Baried, Siti Baroroh, et al. 1985 . Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	10%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.