SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Semantics		7920102116	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 7, 2023
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		Arie Yuanita		Yunis Effendri			Drs. Parmin, M.Hum.	

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 — Utilizing science and technology as a tool in analyzing, synthesizing and evaluating the Indonesian meaning system. Mastering the Indonesian meaning system so that you can apply it in language research and/or language learning. Make strategic decisions in analyzing/studying and implementing the Indonesian meaning system based on language learning rules. Responsible for completing assignments, quizzes and tests related to the Indonesian meaning system and its application
	PLO-PO Matrix

P.O
PO-1

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
PO-1																

Short Course Description	Able to develop mastery of the meaning system of the Indonesian language (essence, types, relationships, changes, fields, and components of meaning, as well as functional links between the substance of Indonesian language knowledge and language skill competencies, curriculum materials, and learning) through class meeting activities, research, simulations to produce linguistic analysis/study products related to meaning as well as language research/learning products to be presented in class discussions.

References	**Main :**
	1. Chaer, Abdul dan Liliana Muliastuti. 2007. Semantik Bahasa Indonesia. Modul 1 146 . Chaer, Abdul. 2002. Pengantar Semantik Bahasa Indonesia. Jakarta: Rineka Cipta. Chaer,Abdul. 2007. Linguistik Umum . Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Teori Semantik. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Pengajaran Semantik . Bandung. Angkasa
	Supporters:
	1. modul bahan ajar "Pengantar Semantik" karya Yunis Effendri

Supporting lecturer	Arie Yuanita, S.S., M.Si.

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:			**Material:**	
1	22 Understand the history of the development of semantics 22 Know the influential figures in the development of semantics. 22 22 Understand the history of the development of semantics 22 Know the influential figures in the development of semantics	22 Explaining the history of the development of semantics 22 Mentioning the names of figures who were influential in the development of semantics 22 Realizing the importance of semantics in linguistic studies	**Criteria:** 1. Assessment rubric (attached) 2. able to explain the history of the development of semantics and mention influential figures, **Form of Assessment**: Participatory Activities	Discussion Presentation 2 X 50	presentations and assignments	**Material:** history of the development of semantic science. influential figures in the development of semantic science. The importance of semantics in linguistic studies **:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space*	2%
2	(1) Understanding the nature of semantics, (2) Knowing the relationship between semantics and other scientific disciplines. (3) Knowing the benefits of semantics	(1) Explaining the nature of semantics (2) Outlining the relationship between semantics and other scientific disciplines. (3) Clarifying semantic benefits	**Criteria:** 1. Scoring guidelines (attached) 2. Can explain the nature of semantics, the relationship between semantics and other scientific disciplines, and the benefits of semantics in everyday life. **Form of Assessment**: Participatory Activities	Presentation discussion 2 X 50	presentations and assignments	**Material:** the nature of semantics, semantic relationships with other scientific disciplines. semantic benefits **Reader:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space*	2%

3	(1) Knowing the position of semantics in linguistics (2) Knowing the application of semantics at other linguistic levels	(1) Explain the position of semantics in linguistics (2) Explain the application of semantics at other levels of linguistics	**Criteria:** 1. Scoring guidelines (attached) 2.5 **Form of Assessment**: Participatory Activities	Presentation discussion 2 X 50	Presentations and assignments	**Material:** the position of semantics in linguistics, the application of semantics at other linguistic levels. **Reference:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space*	2%
4	Understand the types of semantics	explain the types of semantics	**Criteria:** 1. Scoring guidelines 2. can explain the types of semantics **Form of Assessment**: Participatory Activities	presentation discussion 2 X 50	presentations and assignments	**Material:** types of semantics **Bibliography:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space*	2%

| 5 | Know the background to the division of semantic types | explains the background to the division of semantic types | **Criteria:**
1. scoring guidelines
2. can explain the background to the division of semantic types

Form of Assessment:
Participatory Activities | presentation discussion 2 X 50 | presentations and assignments | **Material:** background to the division of semantic types
Reader: *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space* | 5% |
| 6 | (1) Understand the ins and outs of meaning (2) Know the indicators of meaning | (1) Clarifying the ins and outs of meaning (2) Explaining indicators of meaning | **Criteria:**
1. Scoring guidelines
2. Can explain the nature of meaning and indicators of meaning

Form of Assessment:
Participatory Activities | presentation discussion 2 X 50 | presentations and assignments | **Material:** the ins and outs of the meaning of meaning indicators.
Reference: *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space* | 5% |

| 7 | Understand the concept of meaning. Know the aspects of meaning | 1) Understand the concept of meaning, 2) Know the aspects of meaning | **Criteria:** able to understand the concept of meaning and know aspects of meaning

Form of Assessment:
Participatory Activities | presentation and discussion | presentations and assignments | **Material:** concept of meaning aspects of meaning
Reader: *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space* | 10% |
| 8 | Midterm exam | midterm exam | **Criteria:** assessment rubric/scoring guidelines

Form of Assessment:
Participatory Activities, Tests | midterm exam 2 X 50 | | **Material:** UTS
Reader: *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space* | 15% |

9	(1) Understand the concept of the Field of Meaning (2) Know the components of meaning	(1) Explain the concept of the Meaning Field (2) Explain the concept of meaning components	**Criteria:** 1.100; If you are able to explain the material correctly and be able to anticipate every question from the participants 2.75: If you are able to explain the material correctly and are less able to anticipate every question from the participants 3.50: If you are not able to explain the material correctly and are not able to anticipate every question from the participants **Form of Assessment** : Participatory Activities	Discussion Presentation 2 X 50	presentations and assignments	**Material:** Medan concept. Meaning of the concept of meaning components. **References:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space*	5%
10	(1) Understand the concept of meaning relationships. (2) Knowing the types of meaning relationships (3) Understanding the principles of meaning relationships	(1) Clarifying the concept of meaning relationships. (2) Identify types of meaning relationships (3) Explain the principles of meaning relationships	**Criteria:** 1.100; If you are able to explain the material correctly and be able to anticipate every question from the participants 2.75: If you are able to explain the material correctly and are less able to anticipate every question from the participants 3.50: If you are not able to explain the material correctly and are not able to anticipate every question from the participants **Form of Assessment** : Participatory Activities	Discussion Presentation 2 X 50	presentations and assignments	**Material:** meaning components, meaning component analysis procedures. **References:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space*	5%

11	(1) Understand the concept of meaning change (2) Know the background behind the meaning change (3) Know the factors causing the meaning change	(1) Clarifying the concept of meaning change (2) Explaining the background to the meaning change (3) Outlining the factors causing the meaning change	**Criteria:** 1.100; If you are able to explain the material correctly and be able to anticipate every question from the participants 2.75: If you are able to explain the material correctly and are less able to anticipate every question from the participants 3.50: If you are not able to explain the material correctly and are not able to anticipate every question from the participants **Form of Assessment** : Participatory Activities	Discussion Presentation 2 X 50	presentation and assignment 80 minutes	**Material:** concept of meaning relationships. types of meaning relationships principles of meaning relationships **Library:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space*	5%
12	Know the types of changes in meaning.	Explain the types of changes in meaning.	**Criteria:** 1.100; If you are able to explain the material correctly and be able to anticipate every question from the participants 2.75: If you are able to explain the material correctly and are less able to anticipate every question from the participants 3.50: If you are not able to explain the material correctly and are not able to anticipate every question from the participants **Form of Assessment** : Participatory Activities	presentation and discussion 2 X 50	presentations and assignments	**Material:** concept of changes in meaning, background for changes in meaning, factors causing changes in meaning. **Bibliography:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space*	2%

| 13 | Understand the concept of types of meaning | Explain the concept of types of meaning. | **Criteria:** 1.100; If you are able to explain the material correctly and be able to anticipate every question from the participants 2.75: If you are able to explain the material correctly and are less able to anticipate every question from the participants 3.50: If you are not able to explain the material correctly and are not able to anticipate every question from the participants **Form of Assessment** : Participatory Activities | 2 X 50 discussion presentation | | **Material:** - **Bibliography:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space* | 10% |
| 14 | (1) Understand the concept of types of meaning (2) Understand the types of meaning · (3) Know examples of the application of each type of meaning | · Explain the concept of types of meaning · Give examples of each type of meaning · Explain the application of each type of meaning. | **Criteria:** 1.100; If you are able to explain the material correctly and be able to anticipate every question from the participants 2.75: If you are able to explain the material correctly and are less able to anticipate every question from the participants 3.50: If you are not able to explain the material correctly and are not able to anticipate every question from the participants **Form of Assessment** : Participatory Activities | Discussion Presentation 2 X 50 | presentations and assignments | **Material:** types of changes in meaning **Reader:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space* | 5% |

| 15 | · Understand the concept of types of meaning · Understand the types of meaning · Know examples of the application of each type of meaning | · Explain the concept of types of meaning · Give examples of each type of meaning · Explain the application of each type of meaning. | **Criteria:** 1. 100; If you are able to explain the material correctly and be able to anticipate every question from the participants 2. 75: If you are able to explain the material correctly and are less able to anticipate every question from the participants 3. 50: If you are not able to explain the material correctly and are not able to anticipate every question from the participants **Form of Assessment**: Participatory Activities | Discussion Presentation 2 X 50 | discussions and assignments | **Material:** application of types of meaning **Reader:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space* | 5% |
| 16 | · Understand the concept of types of meaning · Understand the types of meaning · Know examples of the application of each type of meaning | According to UAS questions | **Criteria:** - **Form of Assessment**: Test | Test 2 X 50 | test | **Material:** UAS **Library:** *Chaer, Abdul and Liliana Muliastuti. 2007. Indonesian Semantics. Module 1 146 . Chaer, Abdul. 2002. Introduction to Indonesian Semantics. Jakarta: Rineka Cipta. Chaer, Abdul. 2007. General Linguistics. Jakarta: Rineka Cipta. Parera, Jos Daniel. 2004. Semantic Theory. Jakarta: Erlangga. Tarigan, Henry Guntur. 2009. Semantic Teaching. Bandung. Space* | 20% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	72.5%
2.	Test	27.5%
		100%

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.