	Universitas Negeri Surabaya Faculty of Languages and Arts, Javanese Language and Literature Education Undergraduate Study Program	Document Code	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Javanese Folklore		8820202042	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 27, 2023
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-5	Mastering the theoretical concepts of Javanese language, literature, culture and research methods;
	PLO-9	Skilled in applying cultural concepts based on an understanding of Javanese traditions with an insight into local wisdom;
	Program Objectives (PO)	
	PO - 1	Utilizing science and technology to obtain, collect and process various forms of Javanese folklore in order to enrich insight into Javanese language, literature and culture and their application in learning Javanese at school.
	PO - 2	Mastering theoretical concepts regarding the meaning, form and function of Javanese folklore, and being able to formulate and complete various procedural forms of Javanese folklore analysis practices.
	PO - 3	Make strategic decisions based on information and data analysis, and provide guidance in choosing various alternative solutions in resolving and resolving problems in the form of Javanese folklore in order to improve language skills and their application in Javanese language learning at school.
	PO - 4	Have a commitment and attitude of responsibility for one's own and group learning performance in solving various problems in the practice of analyzing Javanese folklore forms in learning Javanese language and literature at school.
	PLO-PO Matrix	
	PO Matrix at the end of each learning stage (Sub-PO)	

PLO-PO Matrix

P.O	PLO-1	PLO-5	PLO-9
PO-1		✔	✔
PO-2		✔	
PO-3	✔	✔	
PO-4	✔	✔	

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																
PO-2																
PO-3																
PO-4																

Short Course Description	Study of Javanese folklore forms in order to enrich insight into Javanese language, literature and culture and its application in Javanese language learning at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, discussions and presentations, and reflection.
References	**Main :**

1. Danandjaja, James, 1972, Bibliography of Javanse Folklore , California, Canter for South and Southeast Asia Studies University of California Berkeley
2. Danandjaja, James, 1986. Folklor Indonesia. Jakarta: Graffiti Press
3. Dundes, Allan (ed), 1965. The Study of Folklor . Englewood Cliffs, New Jersey. Prentice Hall. Inc
4. Endraswara, Suwardi, 2002, Metodologi Penelitian Folklor , Jakarta: P T Buku Kita

Supporters:	

Supporting lecturer	Drs. Sukarman, 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)
1	Introduction, scope of Javanese folklore studies	Able to explain the Introduction, scope of Javanese folklore studies	**Criteria:** 1. Being able to explain the introduction, scope of Javanese folklore studies completely and clearly is good 2. Being able to explain the Introduction, the scope of the study of Javanese folklore quite completely and clearly is sufficient 3. Not being able to explain the Introduction, the scope of the study of Javanese folklore completely and clearly is lacking **Form of Assessment** : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Introduction, scope of Javanese folklore studies **Library:** *Danandjaja, James, 1986. Indonesian Folklore. Jakarta: Graffiti Press*	5%
2	Javanese culture, Javanese civilization, Javanese folklore	Able to explain Javanese culture, Javanese civilization and Javanese folklore	**Criteria:** 1. Being able to explain Javanese culture, Javanese civilization and Javanese folklore clearly and completely is considered good 2. Being able to explain Javanese culture, Javanese civilization and Javanese folklore quite completely and clearly is sufficient 3. Not being able to explain Javanese culture, Javanese civilization and Javanese folklore is lacking **Form of Assessment** : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Javanese culture, Javanese civilization, and Javanese folklore **Reference:** *Danandjaja, James, 1972, Bibliography of Javanese Folklore, California, Canter for South and Southeast Asia Studies University of California Berkeley*	5%

3	Characteristics of folklore and characteristics of Javanese folklore	Able to identify the characteristics of folklore and characteristics of Javanese folklore	**Criteria:** 1. Being able to identify the characteristics of Javanese folklore and folklore clearly and completely is considered good 2. Being able to identify the characteristics of Javanese folklore and folklore clearly and completely is sufficient 3. Not able to identify the characteristics of folklore and the characteristics of Javanese folklore are lacking **Form of Assessment** : Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Characteristics of folklore and characteristics of Javanese folklore. **Reference:** *Dundes, Allan (ed), 1965. The Study of Folklore. Englewood Cliffs, New Jersey. Prentice Hall. Inc*	5%
4	History of folklore, its relationship with Javanese folklore	Able to explain the history of folklore, its relationship with Javanese folklore	**Criteria:** 1. Being able to explain the history of folklore, its relationship with Javanese folklore clearly and completely is considered good 2. Being able to explain the history of folklore, its relationship with Javanese folklore clearly and completely is sufficient 3. Unable to explain the history of folklore, its relationship with Javanese folklore is lacking **Form of Assessment** : Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** History of folklore, its relationship with Javanese folklore **Bibliography:** *Danandjaja, James, 1972, Bibliography of Javanese Folklore, California, Canter for South and Southeast Asia Studies University of California Berkeley*	5%
5	The function of folklore, Javanese folklore according to: Allan Dundes and Bascom	Able to explain the function of folklore, Javanese folklore according to: Allan Dundes and Bascom	**Criteria:** 1. Able to explain the function of folklore, Javanese folklore according to: Allan Dundes and Bascom clearly and completely, including good 2. Able to explain the function of folklore, Javanese folklore according to: Allan Dundes and Bascom quite clearly and completely, including sufficient 3. Unable to explain the function of folklore, Javanese folklore according to: Allan Dundes and Bascom is lacking **Form of Assessment** : Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Function of folklore, Javanese folklore according to: Allan Dundes and Bascom **Library:** *Dundes, Allan (ed), 1965. The Study of Folklore. Englewood Cliffs, New Jersey. Prentice Hall. Inc*	5%

			Criteria:				
6	Esoteric folklore, exoteric folklore and connection with the collective.	Able to explain esoteric folklore, exoteric folklore and relationships with collectives.	Criteria: 1. Being able to explain esoteric folklore, exoteric folklore and relationships with collectives clearly and completely is considered good 2. Being able to explain esoteric folklore, exoteric folklore and the relationship with collectives quite clearly and completely is sufficient 3. Unable to explain esoteric folklore, exoteric folklore and the relationship with the collective are lacking **Form of Assessment**: Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Esoteric folklore, exoteric folklore and relationships with collectives. **References:** *Endraswara, Suwardi, 2002, Folklore Research Methodology, Jakarta: PT Buku Kita*	5%
7	Explains the forms of oral Javanese folklore: folk language, traditional expressions, folk poetry, folk prose, folk songs.	Able to explain the form of oral Javanese folklore: folk language, traditional expressions, folk poetry, folk prose, folk songs.	Criteria: 1. Able to explain the form of spoken Javanese folklore: folk language, traditional expressions, folk poetry, folk prose, folk songs clearly and completely, including well 2. Able to explain the form of spoken Javanese folklore: folk language, traditional expressions, folk poetry, folk prose, folk songs quite completely and clearly, including sufficient 3. Unable to explain the form of oral Javanese folklore: folk language, traditional expressions, folk poetry, folk prose, folk songs are included **Form of Assessment**: Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Forms of spoken Javanese folklore: folk language, traditional expressions, folk poetry, folk prose, folk songs. **Bibliography:** *Danandjaja, James, 1986. Indonesian Folklore. Jakarta: Graffiti Press*	5%
8	UTS	UTS	**Criteria:** UTS **Form of Assessment**: Test	UTS 2 X 50		**Material:** folklore **Reference:** *Danandjaja, James, 1986. Indonesian Folklore. Jakarta: Graffiti Press*	15%

9	Defining semi-oral forms of Javanese folklore: folk beliefs, folk games, folk drama.	Able to define semi-oral forms of Javanese folklore: folk beliefs, folk games, folk drama.	**Criteria:** 1. Able to define semi-oral forms of Javanese folklore: folk beliefs, folk games, folk drama clearly and completely, including good 2. Being able to define semi-oral forms of Javanese folklore: folk beliefs, folk games, folk drama quite clearly and completely is sufficient 3. Unable to define the half-oral form of Javanese folklore: folk beliefs, folk games, folk drama are included **Form of Assessment**: Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Semi-oral forms of Javanese folklore: folk beliefs, folk games, folk drama. **Bibliography:** *Danandjaja, James, 1972, Bibliography of Javanse Folklore, California, Canter for South and Southeast Asia Studies University of California Berkeley*	5%
10	Defining and identifying semi-oral forms of Javanese folklore: customs, folk ceremonies, folk parties.	Able to define and identify semi-oral forms of Javanese folklore: customs, folk ceremonies, folk parties.	**Criteria:** 1. Able to define and identify semi-oral forms of Javanese folklore: customs, folk ceremonies, folk festivals clearly and completely, including good 2. Able to define and identify semi-oral forms of Javanese folklore: customs, folk ceremonies, folk parties quite clearly and completely, including sufficient 3. Unable to define and identify half-oral forms of Javanese folklore: customs, folk ceremonies, folk parties, including less **Form of Assessment**: Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Semi-oral forms of Javanese folklore: customs, folk ceremonies, folk parties. **Bibliography:** *Danandjaja, James, 1986. Indonesian Folklore. Jakarta: Graffiti Press*	5%

			Criteria:	Contextual,		Material:	5%
11	Explaining the form of non-oral folklore: material	Able to explain non-verbal forms of folklore: material	1.Able to explain non-verbal forms of folklore: material clearly and completely, which is considered good 2.Able to explain non-verbal forms of folklore: material clearly and completely, which is sufficient 3.Unable to explain non-oral forms of folklore: material is lacking **Form of Assessment**: Portfolio Assessment	direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		Explaining non-oral forms of folklore: **Library material:** *Danandjaja, James, 1986. Indonesian Folklore. Jakarta: Graffiti Press*	5%
12	Explaining non-verbal forms of folklore: not material	Able to explain non-verbal forms of folklore: not material	**Criteria:** 1.Able to explain non-verbal: non-material forms of folklore clearly and completely, which is good 2.Able to explain non-verbal: non-material forms of folklore clearly and completely, including sufficient 3.Unable to explain the form of non-verbal folklore: non-material is also lacking **Form of Assessment**: Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Explaining the form of non-verbal folklore: not material. **Reference:** *Danandjaja, James, 1986. Indonesian Folklore. Jakarta: Graffiti Press*	5%
13	Explaining Javanese folklore for children.	Able to explain Javanese Folklore for children.	**Criteria:** 1.Being able to explain Javanese Folklore for children clearly and completely is considered good. 2.Being able to explain Javanese Folklore for children quite clearly and completely is sufficient 3.Not being able to explain Javanese Folklore to children is considered lacking **Form of Assessment**: Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Javanese Folklore for children. **Bibliography:** *Dundes, Allan (ed), 1965. The Study of Folklore. Englewood Cliffs, New Jersey. Prentice Hall. Inc*	5%

14	Explaining Javanese folklore for teenagers.	Able to explain Javanese Folklore for teenagers.	**Criteria:** 1. Being able to explain Javanese Folklore for teenagers clearly and completely is considered good. 2. Being able to explain Javanese Folklore for teenagers quite clearly and completely is sufficient 3. Not being able to explain Javanese Folklore to teenagers is considered lacking **Form of Assessment** : Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Javanese Folklore for teenagers. **Bibliography:** *Dundes, Allan (ed), 1965. The Study of Folklore. Englewood Cliffs, New Jersey. Prentice Hall. Inc*	5%
15	Explaining Javanese folklore for adults.	Able to explain Javanese Folklore for adults.	**Criteria:** 1. Being able to explain Javanese Folklore for adults clearly and completely is considered good. 2. Being able to explain Javanese Folklore for adults quite clearly and completely is sufficient 3. Not being able to explain Javanese Folklore for adults is considered lacking **Form of Assessment** : Portfolio Assessment	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 2 X 50		**Material:** Javanese Folklore for adults. **Bibliography:** *Danandjaja, James, 1972, Bibliography of Javanse Folklore, California, Canter for South and Southeast Asia Studies University of California Berkeley*	5%
16	UAS	UAS	**Criteria:** UAS **Form of Assessment** : Test	UAS 2 X 50		**Material:** folklore **Reference:** *Danandjaja, James, 1986. Indonesian Folklore. Jakarta: Graffiti Press*	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Portfolio Assessment	60%
3.	Test	30%
		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.