Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Javanese Language and Literature Education Study Program

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation
Javanese Semantics		8820202129	Compulsory Study Program Subjects		T=2	P=0	ECTS=3.18	4	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		Drs. Sugeng Adipitoyo, M.Si		....			Latif Nur Hasan, S.Pd., M		

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program which 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-2 Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-5 Mastering the theoretical concepts of Javanese language, literature, culture and research methods;
	Program Objectives (PO)
	PO - 1 Utilizing science and technology to obtain, collect and process various types, relationships, changes and fields of meaning in order to improve semantic analysis skills and for application language learning at school.
	PO - 2 Mastering theoretical concepts about types, relations, changes and fields of meaning and being able to formulate solutions to various problems in learning Javanese semantics at school manner.
	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 learning Javanes school.
	PO - 4 Have an attitude of responsibility for your own and group learning performance in solving various problems in learning Javanese semantics at school.

PLO-PO Matrix

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

Short Course Description	Understanding the essence, types, relationships, changes and fields of word meaning as well as the expression system in Javanese.

References	Main :

1. Aminudin, 1988. Semantik; Pengantar Studi tentang Makna . Bandung: Angkasa
2. Djajasudarma, Fatimah. 2009. Semantik 1-2. Jakarta: Refika Aditama
3. Frawley, William. 1992. Linguistic Semantics . New Jersey: Lawrenc
4. Lappin (ed.), Shalom. 1997. The Handbook of Contemporary Semantic Theory . Oxford: Blackwell publishers Ltd.
5. Leech, Geoffrey. 1974. Semantics . London: Penguin
6. Lyons, John . 1977. Semantics Volume I-II . Cambridge: Cambridge UP
7. Padmosoekotjo, S. 1953. Ngrengrengan Kasoesastran Djawi . Djogjakarta: Hien Ho Sien
8. Parera, Jos Daniel. 1998. Teori Semantik . Jakarta: Gramedia
9. Pateda, Mansoer. 1988. Semantik Leksikal . Bandung: Angkasa
10. Rahyono, FX. 2012. Studi Makna . Jakarta: Penaku
11. Slametmuljana, 1959. Semantik. Djakarta: Djambatan
12. Sudaryanto, 1997. Diatesis dalam Bahasa Jawa . Jakarta Pusat Pembinaan dan Pengembangan Bahasa
13. Ullman, Stephen. 1977. Semantics: an Introduction to athe Science of Meaning . Oxford: Basil Blachwell

	Supporters:

Supporting lecturer	Drs. Sugeng Adipitoyo, M.Si. Prof. Dr. Surana, S.S., M.Hum.

Week	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Understand tebane pasinaon, satuwane (meaning, intent, lan werdi/meaning), lan jinise (lexical and grammatical) Javanese language semantics	Understand tebane pasinaon, satuwane (meaning, intent, lan werdi/meaning), lan jinise (lexical and grammatical) Javanese language semantics	**Criteria:** ContentsReasoningLanguage/dhiksiWriting system **Form of Assessment** : Participatory Activities	Classical & Individual/Disovery Learning/Scientific/Discussion, Questions and Answers, Performances, Assignments 2 X 50		**Material:** Understanding tebane pasinaon, satuwane (meaning, intent, lan werdi/meaning), lan jinise (lexical and grammatical) Javanese language semantics **Library:** *Aminudin, 1988. Semantics; Introduction to the Study of Meaning. Bandung: Space*
2	Understand the definition of language (affective, associative, descriptive, descriptive, extensional, emotive, entar/figurative/connotative, reflective, grammatical, ideational, idiomatic, intentional, descriptive, cognitive and collocative)	Understand the meaning of words (affective, associative, descriptive, descriptive, extensional, emotive, entar/figurative/connotative, reflective, grammatical, ideational, idiomatic, intentional, descriptive, cognitive and collocative)	**Criteria:** ContentsReasoningLanguage/dhiksiWriting system **Form of Assessment** : Participatory Activities	Classical & Individual/Inquiry/Scientific/Discussion, Question and Answer, Performance, Assignment 2 X 50		**Material:** Types of language (affective, associative, ciyut, descriptive, extension, emotive, entar/figurative/connotative, reflective, grammatical, ideational, idhiomatical, intention, jembar, cognitive, lanklocatif) **Library:** *Djajasudarma, Fatimah. 2009. Semantics 1-2. Jakarta: Refika Aditama*

No			Criteria / Form of Assessment			Material / References
3	Understand the meaning of language (conceptual, contextual, construction, lexical, pictorial, propositional, presuppositional, central, referential, stylistic, thematic, and wantah/straightforward/denotative)	Understand the meaning of language (conceptual, contextual, construction, lexical, pictorial, propositional, presuppositional, central, referential, stylistic, thematic, and wantah/straightforward/denotative)	**Criteria:** ContentsReasoningLanguage/diksiWriting system **Form of Assessment :** Portfolio Assessment	Classical & Individual/Problem Base Learning/Scientific/Discussion, Question and Answer, Performance, Assignment 2 X 50		**Material:** Types of language (conceptual, contextual, construction, lexical, pictorial, propositional, presuppositional, central, referential, stylistic, thematic, and wantah/straightforward/denotative) **References:** *Frawley, William. 1992. Linguistic Semantics. New Jersey: Lawrence*
4	Understand synonyms (dasanama, kosokbalen, soranama/homonymy, soraswara/homophone, sora-aksara/homograph, polysemy, redundancy, ambiguity, hyponymy, taxonomy, complementarity, meronymy, and metonymy)	Understand synonyms (dasanama, kosokbalen, soranama/homonymy, soraswara/homophone, sora-aksara/homograph, polysemy, redundancy, ambiguity, hyponymy, taxonomy, complementarity, meronymy, and metonymy)	**Criteria:** ContentsReasoningLanguage/dhiksiWriting system **Form of Assessment :** Portfolio Assessment	Classical & Individual/Disovery Learning/Scientific/Discussion, Questions and Answers, Performances, Assignments 2 X 50		**Material:** Sesambungane teges (dasanama, kosokbalen, soranama/homonymy, soraswara/homophone, sora-aksara/homograph, polysemy, redundancy, ambiguity, hyponymy, taxonomy, complementarity, meronymy, and metonymy) **Bibliography:** *Lappin (ed.), Shalom. 1997. The Handbook of Contemporary Semantic Theory. Oxford: Blackwell publishers Ltd.*
5	Understand owah-owahane teges (surasane, region, drajat, and penganggone)	Understand owah-owahane teges (surasane, region, drajat, and penganggone)	**Criteria:** ContentsReasoningLanguage/dhiksiWriting system **Form of Assessment :** Portfolio Assessment	Classical & Individual/Inquiry/Scientific/Discussion, Question and Answer, Performance, Assignment 2 X 50		**Material:** Owah-owahane teges (surasane, region, drajat, lan penganggone) **References:** *Leech, Geoffrey. 1974. Semantics. London: Penguin*
6	Understand semantic relations (paradhikmatic [hyponym; cohyponym, and hypernym; cohypernym] and syntagmatic [distribution and encapsulation])	Understand semantic relations (paradhikmatic [hyponym; cohyponym, and hypernym; cohypernym] and syntagmatic [distribution and encapsulation])	**Criteria:** ContentsReasoningLanguage/dhiksiWriting system **Form of Assessment :** Portfolio Assessment	Classical & Individual/Disovery Learning/Scientific/Discussion, Questions and Answers, Performances, Assignments 2 X 50		**Material:** Semantic relations (paradhykmatic [hyponym; cohyponym, and hypernym; cohypernym] and syntagmatic [distribution and encapsulation]) **Bibliography:** *Leech, Geoffrey. 1974. Semantics. London: Penguin*
7	Understand tebane pasinaon, satuwane (meaning, intent, lan werdi/meaning), lan jinise (lexical and grammatical) Javanese language semantics	Understand tebane pasinaon, satuwane (meaning, intent, lan werdi/meaning), lan jinise (lexical and grammatical) Javanese language semantics	**Criteria:** ContentsReasoningLanguage/dhiksiWriting system **Form of Assessment :** Portfolio Assessment	Classical & Individual/Disovery Learning/Scientific/Discussion, Questions and Answers, Performances, Assignments 2 X 50		**Material:** Understanding tebane pasinaon, satuwane (meaning, intent, lan werdi/meaning), lan jinise (lexical and grammatical) Javanese language semantics **Reader:** *Lyons, John. 1977. Semantics Volumes I-II. Cambridge: Cambridge UP*
8	Understand lexical semantics.	Understand lexical semantics.	**Criteria:** ContentsReasoningLanguage/dhiksiWriting system **Form of Assessment :** Portfolio Assessment	Classical & Individual/Disovery Learning/Scientific/Discussion, Questions and Answers, Performances, Assignments 2 X 50		**Material:** Lexical semantics **Reference:** *Padmosoekotjo, S. 1953. Ngrengrengan Kasoesastran Djawi . Djogjakarta: Hien Ho Sien*
9	Understand Grammatical Semantics: Dhiathesis (Horn, Responsive, Baliangga, and Responsive fighting)	Understanding Grammatical Semantics: Dhiathesis (Horns, Responsiveness, Baliangga, and Fighting Response)	**Criteria:** Contents of the topicBasa/dhiksiReasoningPresentation **Form of Assessment :** Portfolio Assessment	Individual and Classical/Discovery Learning/Scientific/Question and Answer, Discussion, 2 X 50		**Material:** Grammatical Semantics: Dhiathesis (horn, responsiveness, baliangga, and responsive fighting) **References:** *Parera, Jos Daniel. 1998. Semantic Theory. Jakarta: Gramedia*
10	Understand Grammatical Semantics: Form/intent (Pakon, Takon, Pangarep-Arep, lan Pepindhan)	Understanding Grammatical Semantics: Form/intent (Pakon, Takon, Pangarep-Arep, and Pepindhan)	**Criteria:** Contents of the topicBasa/dhiksiReasoningPresentation **Form of Assessment :** Portfolio Assessment	Individual and Classical/Problem Base Learning/Scientific/Question and Answer, Discussion, 2 X 50		**Material:** Grammatical Semantics: Form/intent (Pakon, Takon, Pangarep-Arep, lan Pepindhan) **References:** *Pateda, Mansoer. 1988. Lexical Semantics. Bandung: Space*
11	Understand Grammatical Semantics: content/meaning (Progressive, Stative, Intensiveness, Extensiveness, Qualification, Quantification, and Frequency)	Understanding Grammatical Semantics: content/meaning (Progressive, Stative, Intensiveness, Extensiveness, Qualification, Quantification, and Frequency)	**Criteria:** Contents of the topicBasa/dhiksiReasoningPresentation **Form of Assessment :** Portfolio Assessment	Individual and Classical/Inquiry/Scientific/Question and Answer, Discussion, 2 X 50		**Material:** Grammatical Semantics: content/meaning (Progressive, Stative, Intensiveness, Extensiveness, Qualification, Quantification, and Frequency) **References:** *Pateda, Mansoer. 1988. Lexical Semantics. Bandung: Space* **Material:** Grammatical Semantics: Modhality (Intentional, Epistemic, Deontic, Dynamic, and Aletical) **References:** *Rahyono, FX. 2012. Meaning Studies. Jakarta: My Pen*
12	Understand Grammatical Semantics: Modhality (Intentional, Epistemic, Deontic, Dynamic, and Aletical)	Understanding Grammatical Semantics: Modhality (Intentional, Epistemic, Deontic, Dynamic, and Aletical)	**Criteria:** Contents of the topicBasa/dhiksiReasoningPresentation **Form of Assessment :** Portfolio Assessment	Individual and Classical/Discovery Learning/Scientific/Question and Answer, Discussion, 2 X 50		**Material:** Grammatical Semantics: Modhality (Intentional, Epistemic, Deontic, Dynamic, and Aletical) **References:** *Rahyono, FX. 2012. Meaning Studies. Jakarta: My Pen*
13	Understand Grammatical Semantics: Dheiksis (Personal, Spatial, Temporal, Social and Discourse)	Understanding Grammatical Semantics: Dheiksis (Personal, Spatial, Temporal, Social and Discourse)	**Criteria:** Contents of the topicBasa/dhiksiReasoningPresentation **Form of Assessment :** Project Results Assessment / Product Assessment	Individual and Classical/Inquiry/Scientific/Question and Answer, Discussion, 2 X 50		**Material:** Grammatical Semantics: Dheiksis (Personal, Spatial, Temporal, Social and Discourse) **Library:** *Slametmuljana, 1959. Semantics. Djakarta: Dbridge*
14	Understand Grammatical Semantics: Aspectuality (Argumentative, Diminutive, Frequentative, Habituative, Imperfective, Inchoative, Inceptive, and Continuative)	Understanding Grammatical Semantics: Aspectuality (Argumentative, Dhiminutive, Frequentative, Habituative, Imperfective, Inchoative, Inceptive, and Continuative)	**Criteria:** Contents of the topicBasa/dhiksiReasoningPresentation **Form of Assessment :** Project Results Assessment / Product Assessment	Individual and Classical/Problem Base Learning/Scientific/Question and Answer, Discussion, 2 X 50		**Material:** Grammatical Semantics: Aspectuality (Argumentative, Diminutive, Frequentative, Habituative, Imperfective, Inchoative, Inceptive, and Continuative) **References:** *Sudaryanto, 1997. Diathesis in Javanese. Jakarta Center for Language Development and Development* **Material:** Grammatical Semantics: Aspectuality (Momentary, Perfective, Permansive, Progressive, Repetitive, Simulfactive, Punctiliar, and Incomplete/Completive/Sessative) **References:** *Frawley, William. 1992. Linguistic Semantics. New Jersey: Lawrence*
15	Understand Grammatical Semantics: Aspecttuality (Momentary, Perfective, Permansive, Progressive, Repetitive, Simulfactive, Punctilious, and Incompletive/Completive/Sessative)	Understanding Grammatical Semantics: Aspectuality (Momentary, Perfective, Permansive, Progressive, Repetitive, Simulfactive, Punctilious, and Incomplete/Completive/Sessative)	**Criteria:** Contents of the topicBasa/dhiksiReasoningPresentation	Individual and Classical/Discovery Learning/Scientific/Question and Answer, Discussion, 2 X 50		**Material:** Grammatical Semantics: Aspectuality (Momentary, Perfective, Permansive, Progressive, Repetitive, Simulfactive, Punctiliar, and Incomplete/Completive/Sessative) **References:** *Pateda, Mansoer. 1988. Lexical Semantics. Bandung: Space*
16	Understand Grammatical Semantics	Understanding Grammatical Semantics	**Criteria:** Contents of the topicBasa/dhiksiReasoningPresentation **Form of Assessment :** Participatory Activities, Tests	Individual and Classical/Discovery Learning/Scientific/Question and Answer, Discussion, 2 X 50		**Material:** Grammatical Semantics **Reader:** *Rahyono, FX. 2012. Meaning Studies. Jakarta: My Pen*

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	20%
3.	Portfolio Assessment	45%
4.	Test	12.5%
		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.