

		Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Javanese Language and Literature Education Study Program					Document Code																																										
SEMESTER LEARNING PLAN																																																	
Courses		CODE	Course Family		Credit Weight		SEMESTER	Compilation Date																																									
Met.pentl.pembel Javanese		8820202079			T=2	P=0	ECTS=3.18	6 July 18, 2024																																									
AUTHORIZATION		SP Developer			Course Cluster Coordinator		Study Program Coordinator																																										
			Latif Nur Hasan, S.Pd., M.Pd.																																										
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;"></td> <td colspan="16" style="text-align: center;">P.O</td> </tr> </table>								P.O																																							
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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="width: 50px; height: 30px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>																	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Study of the basics of approaches, research theories, methods and research techniques for language and literature learning, as well as their application is linked to the factual preparation of the design and implementation as well as its application in Javanese language learning in schools by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Arikunto, Suharsimi. 1992. Prosedur Penelitian. Yogyakarta: Rineka Cipta. 2. Sunarto. 2001. Metodologi Penelitian Ilmu-Ilmu Sosial & Pendidikan . Surabaya : Unesa University Press. 3. Ali, Muhamad. 1987. Penelitian Kependidikan Prosedur & Strategi . Bandung: Angkasa. 4. Branenn, Julia. 2002. Memadu Metode Penelitian Kualitatif dan Kuantitatif . Terjemahan H. Nuktah Artawie Kurde. Yogyakarta: Pustaka Pelajar . 5. Moleong, Lexy J. 1994. Metode Penelitian Kualitatif . Bandung: Remaja Rosda Karya. 6. Indarti, Titik. 2008. Penelitian Tindakan Kelas (PTK) dan Penulisan Ilmiah: Prinsip-Prinsip Dasar, Langkah-Langkah, dan Implementasinya . Surabaya: Lembaga Penerbitan FBS Unesa. 7. Aqib, Zainal. 2007. Penelitian Tindakan Kelas . Bandung: Yrama Widya 8. Sukardi. 2008. Metodologi Penelitian Pendidikan . Jakarta: Bumi Aksara. 																																																
	Supporters:																																																
Supporting lecturer	SRI WAHYU WIDAYATI Latif Nur Hasan, S.Pd., M.Pd.																																																
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	Definition, scope of language and literature learning research.	able to explain the meaning and scope of language and literature learning research.	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
2	The difference between descriptive quantitative research, comparative quantitative research	able to identify the differences between descriptive quantitative research, comparative quantitative research	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
3	Research variables in literature learning research and language learning research.	able to explain research variables in literature learning research and language learning research.	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
4	Basic assumptions and hypotheses in language and literature learning research.	able to explain basic assumptions and hypotheses in language and literature learning research.	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
5	Research design	able to explain the research design	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
6	Population and samples in language and literature learning research.	able to explain populations and samples in language and literature learning research.	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
7	Data and data sources in learning research.	able to explain data and data sources in learning research!	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
8	UTS	UTS	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%

9	Developing instruments and testing instruments	able to explain Preparing instruments and testing instruments	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
10	Data collection steps	able to explain the steps for collecting data	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
11	Data analysis steps.	able to explain the steps of data analysis.	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
12	Draw a conclusion	able to draw conclusions	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
13	Compiling Reports.	Able to prepare reports.	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
14	Prepare experimental proposals	Able to prepare experimental proposals	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
15	Prepare development proposals	Able to prepare development proposals	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			0%
16	UAS	UAS	Criteria: 1.- Assignment value (30%), including structured assignments (10%), group assignments/presentations (10%), independent final assignments (10%) 2.- UHS value (30%) 3.- UTS value (20%) 4.- Participation Value (20)	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50			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.