



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

Document  
Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																
Met.penel.pembelj.bhs and Literature	8820202076		T=2	P=0	ECTS=3.18	6	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
	.....		.....			Latif Nur Hasan, S.Pd., M.Pd.																																	
<b>Learning model</b>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
<b>Short Course Description</b>	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.																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Arikunto, Suharsimi. 1992. <i>Prosedur Penelitian</i>. Yogyakarta: Rineka Cipta.</li> <li>2. Sunarto. 2001. <i>Metodologi Penelitian Ilmu-Ilmu Sosial &amp; Pendidikan</i>. Surabaya : Unesa University Press.</li> <li>3. Ali, Muhamad. 1987. <i>Penelitian Kependidikan Prosedur &amp; Strategi</i>. Bandung: Angkasa.</li> <li>4. Branenn, Julia. 2002. <i>Memadu Metode Penelitian Kualitatif dan Kuantitatif</i>. Terjemahan H. Nuktah Artawie Kurde. Yogyakarta: Pustaka Pelajar .</li> <li>5. Moleong, Lexy J. 1994. <i>Metode Penelitian Kualitatif</i>. Bandung: Remaja Rosda Karya.</li> <li>6. Indarti, Titik. 2008. <i>Penelitian Tindakan Kelas (PTK) dan Penulisan Ilmiah: Prinsip-Prinsip Dasar, Langkah-Langkah, dan Implementasinya</i>. Surabaya: Lembaga Penerbitan FBS Unesa.</li> <li>7. Aqib, Zainal. 2007. <i>Penelitian Tindakan Kelas</i>. Bandung: Yrama Widya</li> <li>8. Sukardi. 2008. <i>Metodologi Penelitian Pendidikan</i>. Jakarta: Bumi Aksara.</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	SRI WAHYU WIDAYATI																																						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																		
(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.	<b>Criteria:</b> 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	<b>Criteria:</b> 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.	<b>Criteria:</b> 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.	<b>Criteria:</b> 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	<b>Criteria:</b> 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.	<b>Criteria:</b> 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!	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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.	<b>Criteria:</b> 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	<b>Criteria:</b> 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.	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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.