



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 Phonology	8820202044	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Prof. Dr. Surana, S.S., M.Hum		Prof. Dr. Surana, S.S., M.Hum			Latif Nur Hasan, S.Pd., M.Pd.	

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-7	Skilled in oral and written Javanese language in Javanese and Latin script according to the rules;

Program Objectives (PO)	
PO - 1	Utilizing science and technology to obtain, collect and process various phonological concepts, types and functions for application in Javanese language learning at school.
PO - 2	Master theoretical concepts about the types and functions of phonology, and be able to formulate solutions to various problems in learning Javanese phonology at school in a procedural manner.
PO - 3	Make strategic decisions based on analysis of information and data, and provide guidance in choosing various alternative solutions in resolving and resolving problems in learning Javanese phonology at school.
PO - 4	Have an attitude of responsibility for your own and group learning performance in solving various problems in learning Javanese phonology at school.

PLO-PO Matrix																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-1</th> <th>PLO-5</th> <th>PLO-7</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	PLO-1	PLO-5	PLO-7	PO-1		✓	✓	PO-2		✓		PO-3	✓			PO-4			✓
P.O	PLO-1	PLO-5	PLO-7																		
PO-1		✓	✓																		
PO-2		✓																			
PO-3	✓																				
PO-4			✓																		

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	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																
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 the concepts, types and functions of phonology to improve the ability to solve phonological problems and their application in learning Javanese at school 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 :

1. Hyman, Larry M. 1975. *Phonology : Theory and Analysis*. New York: Holt Rene Hart dan Winston
2. J.W.M. Verhaar. 1997. *Pengantar Linguistik*, Yogyakarta: Gadjah Mada University Press.
3. Marsono. 1989. *Fonetik*. Yogyakarta: Gadjah Mada University Press
4. Pusat Pembinaan dan Pengembangan Bahasa. 1977. *Ejaan Bahasa Jawa yang Disempurnakan*. Jakarta: Depdikbud.
5. Sudaryanto (Penyunting). 1992. *Tata Bahasa Baku Bahasa Jawa*, Yogyakarta: Duta Wacana Press.
6. Surana. 2008. *Fonetik dan Fonologi* . Surabaya: PT Bintang.

Supporters:

Supporting lecturer 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]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the nature of phonetics and phonology of the Javanese language	Explain phonetics and phonology	<p>Criteria: Activeness in learning, systematicity and completeness of answers</p> <p>Form of Assessment : Participatory Activities</p>	PPT Presentation, discussion 2 X 50		<p>Material: The essence of phonetics and phonology Reference: <i>Surana. 2008. Phonetics and Phonology. Surabaya: PT Bintang.</i></p>	5%
2	Understand the process by which sound occurs	Explain the process by which sound occurs	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Portfolio Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Explanation of the process of sound. Reference: <i>Hyman, Larry M. 1975. Phonology: Theory and Analysis. New York: Holt Rene Hart and Winston</i></p>	3%
3	understand various types of phonics	Explain the various types of phonics	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Portfolio Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Various fonts Reader: <i>Marsono. 1989. Phonetics. Yogyakarta: Gadjah Mada University Press</i></p>	3%
4	Understand the classification of Javanese sounds	Explain the classification of Javanese sounds	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Portfolio Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Classification of sounds in Javanese. Reference: <i>Surana. 2008. Phonetics and Phonology. Surabaya: PT Bintang.</i></p>	3%
5	Understand Javanese vowel and semi-vowel phonemes	Explaining vowel and semi-vowel phonemes in Javanese	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Portfolio Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Vowel and semi-vowel phonemes in Javanese. Library: <i>Surana. 2008. Phonetics and Phonology. Surabaya: PT Bintang.</i></p>	5%
6	Understanding Javanese consonant phonemes	Explaining Javanese consonant phonemes	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Portfolio Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Consonant phonemes in Javanese. Reference: <i>Surana. 2008. Phonetics and Phonology. Surabaya: PT Bintang.</i></p>	3%

7	Understand the distribution of phonemes, phoneme clusters, syllable patterns, vowel distribution in Javanese	Explains the distribution of phonemes, phoneme clusters, syllable patterns, vowel distribution in Javanese	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Portfolio Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Phoneme distribution, phoneme clusters, syllable patterns, vowel distribution in Javanese. Library: Marsono. 1989. <i>Phonetics</i>. Yogyakarta: Gadjah Mada University Press</p>	3%
8	Midterm exam	Midterm exam	<p>Criteria: Completeness of answers</p> <p>Form of Assessment : Test</p>	MIDDLE SEMESTER EXAMINATION Material 1 to 7 2 X 50		<p>Material: phonology Bibliography: Hyman, Larry M. 1975. <i>Phonology: Theory and Analysis</i>. New York: Holt Rene Hart and Winston</p>	10%
9	Understanding Phonological Analysis: - principles of phoneme recognition	Explain phonological analysis (principles of phoneme recognition)	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Principles of phoneme recognition. Reference: Hyman, Larry M. 1975. <i>Phonology: Theory and Analysis</i>. New York: Holt Rene Hart and Winston</p>	5%
10	Understand phonological analysis (Javanese phonological patterns and systems)	Explains the phonological patterns and system of the Javanese language	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Javanese phonological patterns and systems Reader: Sudaryanto (Editor). 1992. <i>Standard Javanese Grammar</i>, Yogyakarta: Duta Wacana Press.</p>	5%
11	Understanding minimal pairs	Explaining minimal pairs in Javanese	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Minimum pairs Library: Surana. 2008. <i>Phonetics and Phonology</i>. Surabaya: PT Bintang.</p> <p>Material: Javanese lexicon Library: Center for Language Guidance and Development. 1977. <i>Improved Javanese Spelling</i>. Jakarta: Department of Education and Culture.</p>	5%

12	Understanding syllable fragmentation	Explaining syllable fragmentation	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Fragmentation of Javanese syllables. Library: <i>Center for Language Guidance and Development. 1977. Improved Javanese Spelling. Jakarta: Department of Education and Culture.</i></p>	10%
13	Understand phonological processes and their types	Explain phonological processes and their types	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Phonological processes and their types Reference: <i>Surana. 2008. Phonetics and Phonology. Surabaya: PT Bintang.</i></p>	10%
14	Understand phonological processes and examples	Explain phonological processes and examples	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Phonological processes and examples Reference: <i>Surana. 2008. Phonetics and Phonology. Surabaya: PT Bintang.</i></p>	10%
15	Understanding Javanese EYD	Explaining EYD in Javanese	<p>Criteria: Systematics and completeness of lecture assignments</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PPT Presentation, discussion 2 X 50		<p>Material: Standard Javanese grammar Reader: <i>Sudaryanto (Editor). 1992. Standard Javanese Grammar, Yogyakarta: Duta Wacana Press.</i></p> <p>-----</p> <p>Material: Improved Javanese spelling. Library: <i>Center for Language Guidance and Development. 1977. Improved Javanese Spelling. Jakarta: Department of Education and Culture.</i></p>	10%
16	Final exams	Final exams	<p>Criteria: Suitability and completeness of answers</p> <p>Form of Assessment : Test</p>	Final Exam Semester 2 X 50		<p>Material: phonology Bibliography: <i>Hyman, Larry M. 1975. Phonology: Theory and Analysis. New York: Holt Rene Hart and Winston</i></p>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	55%

3.	Portfolio Assessment	20%
4.	Test	20%
		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.