



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
Speaks Javanese	8820202019	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Drs. Sugeng Adipitoyo, M.Si.		Drs. Sugeng Adipitoyo, M.Si.	Latif Nur Hasan, S.Pd., M.Pd.	

Learning model	Case Studies
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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-7	Skilled in oral and written Javanese language in Javanese and Latin script according to the rules;																																																																																																																			
	PLO-10	Able to apply broadcasting, editing and journalistic techniques in Javanese according to the rules;																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	Utilizing science and technology to obtain, collect and process various speaking skill practices and their application in order to improve competency in Javanese speaking skills in schools.																																																																																																																			
	PO - 2	Master the theoretical concepts of speaking skills and their application, and be able to formulate the completion of various Javanese speaking skills competencies 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 improving competency in Javanese speaking skills in schools.																																																																																																																			
	PO - 4	Have an attitude of responsibility for your own and group learning performance in solving various problems in learning Javanese speaking practice at school.																																																																																																																			
	PLO-PO Matrix																																																																																																																				
		<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-1</th> <th style="width: 15%;">PLO-7</th> <th style="width: 15%;">PLO-10</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></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></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>			P.O	PLO-1	PLO-7	PLO-10	PO-1			✓	PO-2		✓		PO-3		✓	✓	PO-4	✓	✓																																																																																														
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																					
	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 10%;">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																
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Short Course Description	Study and practice of various Javanese speaking skills to improve language skills and their application in learning Javanese at school and various Javanese traditional events 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.
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References	Main :
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1. Kaswantipurwo, Bambang. 1990. Pragmatik dan Pembelajaran Bahasa . Jakarta: Arcan
2. Sudiyatmana, RM. 1989. Tuntunan Pamedhar Sabda lan Pranatacara. Semarang: Aneka Ilmu
3. Sudiati, V. lan Widyamartaya, A. Kreatif Berbahasa: Menuju Keterampilan Pragmatik . Jogjakarta: Kanisius
4. Tarigan, Henry Guntur, 1983. Keterampilan Berbicara . Bandung: Angkasa
5. Tarigan, Henry Guntur, 1986. Pengajaran Pragmatik . Bandung: Angkasa

Supporters:

1. Tarigan, Henry Guntur, 1983. Keterampilan Berbicara . Bandung: Angkasa

Supporting lecturer

Drs. Sugeng Adipitoyo, 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	Understand kolangguhane (productive), ubarampene (paramasastra, undha-usuke basa, lan lelawane basa), lan jinise (interactional, transactional, and processual) skilled in speaking	Understand kolangguhane (productive), ubarampene (paramasastra, undha-usuke basa, lan lelawane basa), lan jinise (interactional, transactional, and processual) skilled in speaking	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Understands Telune: neat 2. Understand loro: enough 3. Understanding siji: not enough <p>Form of Assessment : Participatory Activities</p>		Approach: classical Method: exploration Model: scientific Strategy: discussion 2 X 50	<p>Material: Understanding kolangguhane (productive), ubarampene (paramasastra, undha-usuke basa, lan lelawane basa), lan jinise (interactional, transactional, and processual) speech skills Library: Tarigan, Henry Guntur, 1983. <i>Speaking Skills</i>. Bandung: Space</p> <hr/> <p>Material: Understand kolangguhane (productive), ubarampene (paramasastra, undha-usuke basa, lan lelawane basa), lan jinise (interactional, transactional, and processual) speech skills Reader : Kaswantipurwo, Bambang. 1990. <i>Pragmatics and Language Learning</i>. Jakarta: Arcan</p>	5%

2	Understand and be able to understand the language of transactional group speech in managing journalists	Understand and be able to understand the language of transactional group speech in managing journalists	Criteria: Solah Bawa and Cakrik Basa Form of Assessment : Participatory Activities		Approach: Classical and Individual Method: Project Base Learning Model: Scientific Strategy: Discussion, Practice, Questions and Answers 2 X 50	Material: Understand and be able to interpret speech in transactional groups, organize news reports. Reference: <i>Tarigan, Henry Guntur, 1986. Teaching Pragmatics. Bandung: Space</i> <hr/> Material: Understanding and being able to interpret transactional group speech, organizing news. literature: <i>Sudiati, V. and Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i>	5%
3	Understand and be able to understand the transactional group speech of managing cariyos.	Understand and be able to understand the transactional group speech of managing cariyos.	Criteria: Solah Bawa and Cakrik Basa Form of Assessment : Participatory Activities, Practice/Performance		Approach: Classical and Individual Method: Project Base Learning Model: Scientific Strategy: Discussion, Practice, Questions and Answers 2 X 50	Material: Understand and be able to interpret the language of transactional groups organizing cariyos. Bibliography: <i>Tarigan, Henry Guntur, 1986. Teaching Pragmatics. Bandung: Space</i> <hr/> Material: Understand and be able to interpret the language of transactional groups organizing cariyos. References: <i>Sudiati, V. and Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i>	5%

4	Understand and be able to understand and understand the transactional group speech of managing Pamunggih.	Understand and be able to understand and understand the transactional group speech of managing Pamunggih.	Criteria: Solah Bawa and Cakrik Basa Form of Assessment : Participatory Activities	Approach: Classical and Individual Method: Project Base Learning Model: Scientific Strategy: Discussion, Practice, Questions and Answers 2 X 50		Material: Understand and be able to interpret the transactional group speech of managing the Pamunggih. Bibliography: <i>Tarigan, Henry Guntur, 1986. Teaching Pragmatics. Bandung: Space</i> <hr/> Material: Understand and be able to interpret the transactional group speech of managing the Pamunggih. References: <i>Sudiati, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i>	5%
5	Understand and be able to decipher jinise, transactional group speech, ngaturaken katrangan.	Understand and be able to decipher jinise, transactional group speech, ngaturaken katrangan.	Criteria: Solah Bawa and Cakrik Basa Form of Assessment : Practice / Performance	Approach: Classical and Individual Method: Project Base Learning Model: Scientific Strategy: Discussion, Practice, Questions and Answers 2 X 50		Material: Understand and be able to interpret the speech of transactional groups in organizing katrangan. Bibliography: <i>Tarigan, Henry Guntur, 1986. Teaching Pragmatics. Bandung: Space</i> <hr/> Material: Understand and be able to interpret the speech of transactional groups in organizing katrangan. References: <i>Sudiati, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i>	5%

6	Understand and be able to understand the transactional group's speech in arranging invitations.	Understand and be able to understand the transactional group's speech in arranging invitations.	Criteria: Solah Bawa and Cakrik Basa Form of Assessment : Practice / Performance	Approach: Classical and Individual Method: Project Base Learning Model: Scientific Strategy: Discussion, Practice, Questions and Answers 2 X 50		Material: Understand and be able to interpret transactional group speech, arrange invitations. Bibliography: <i>Tarigan, Henry Guntur, 1986. Teaching Pragmatics. Bandung: Space</i> <hr/> Material: Understand and be able to interpret transactional group speech, arrange invitations. References: <i>Sudiati, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i>	5%
7	Understand and be able to understand the language of transactional groups managing samubarang.	Understand and be able to understand the language of transactional groups managing samubarang.	Criteria: Solah Bawa and Cakrik Basa Form of Assessment : Practice / Performance	Approach: Classical and Individual Method: Project Base Learning Model: Scientific Strategy: Discussion, Practice, Questions and Answers 2 X 50		Material: Understand and be able to understand and understand transactional group speech about managing samubarang. Bibliography: <i>Tarigan, Henry Guntur, 1986. Teaching Pragmatics. Bandung: Space</i> <hr/> Material: Understand and be able to understand and understand transactional group speech about managing samubarang. References: <i>Sudiati, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i>	5%
8	Understand and be able to talk about transactional groups, organize them: pawarta, cariyos, panenggih, katrangan, invitation, and samubarang.	Understand and be able to decipher the language of the transaction group, organize: pawarta, cariyos, panenggih, katrangan, invitation, and samubarang.	Criteria: Understand and be able to decipher the language of the transaction group, organize: pawarta, cariyos, panenggih, katrangan, invitation, and samubarang. Form of Assessment : Practice / Performance	Approach: Individual Method: Inquiry Model: Scientific Strategy: Question and Answer 2 X 50		Material: Javanese speaking Reference: <i>Tarigan, Henry Guntur, 1983. Speaking Skills. Bandung: Space</i>	10%

9	Understand speech procedures.	Understand the speech procedures: titi siyaga, titilaksana, and titi Pursu.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Mangsuli siji: not enough 2.Mangsuli loro: enough 3.Mangsuli telu: neat <p>Form of Assessment : Participatory Activities</p>	<p>Approach: Classical Method: Discovery Learning Model: Scientific Strategy: Questions and Answers, Discussion, Lecture 2 X 50</p>		<p>Material: Understand the procedures for speech: titisiyaga, titilaksana, and titipurna. References: <i>Sudiati, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i></p> <hr/> <p>Material: Understand the procedures for speech: titisiyaga, titilaksana, and titipurna. References: <i>Sudiyatmana, RM. 1989. Guide to Pamedhar Sabda and Pranatcara. Semarang: Various Sciences</i></p>	5%
10	Understand speech procedures: titisiyaga (panass, theme and topic, sarta ubarampen)	Understand speech procedures: titisiyaga (panassation, theme and topic, sarta ubarampen).	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Mangsuli siji: not enough 2.Mangsuli loro: enough 3.Mangsuli telu: neat <p>Form of Assessment : Participatory Activities</p>	<p>Approach: Classical Method: Discocery Learning Model: Scientific Strategy: Question and Answer, Discussion, Lecture 2 X 50</p>		<p>Material: Understand speech procedures: titisiyaga (panass, themes and topics, sarta ubarampen). References: <i>Sudiati, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i></p> <hr/> <p>Material: Understand speech procedures: titisiyaga (panass, themes and topics, sarta ubarampen). References: <i>Sudiyatmana, RM. 1989. Guide to Pamedhar Sabda and Pranatcara. Semarang: Various Sciences</i></p>	5%

11	Understand the speech procedures: titilaksana (purwaka, contents and closing).	Understand the procedures for speech: titilaksana (prologue, content and conclusion)	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Mangsuli siji: not enough 2. Mangsuli loro: enough 3. Mangsuli telu: neat <p>Form of Assessment : Participatory Activities</p>	<p>Approach: Classical</p> <p>Method: Discocery Learning</p> <p>Model: Scientific</p> <p>Strategy: Question and Answer, Discussion, Lecture</p> <p>2 X 50</p>	<p>Material: Understand speech procedures: titilaksana (purwaka, contents and closing).</p> <p>References: <i>Sudiati, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i></p> <hr/> <p>Material: Understand speech procedures: titilaksana (purwaka, contents and closing).</p> <p>References: <i>Sudiyatmana, RM. 1989. Guide to Pamedhar Sabda and Pranatcara. Semarang: Various Sciences</i></p>	5%
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12	Understand the speech procedures: performing the war of Purwaka (arranging greetings, arranging pepujen, arranging panyapa, nyuwun palilah, exposing oneself, mbabar pamawas (themes and topics)	Understand the speech procedures: perform the war of Purwaka (organize the greeting, organize the pepujen, organize the panyapa, nyuwun palilah, explain yourself, explain the pamawas (theme and topic).	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Mangsuli siji: not enough 2.Mangsuli loro: enough 3.Mangsuli telu: neat <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Approach: Classical Method: Discocery Learning Model: Scientific Strategy: Question and Answer, Discussion, Lecture 2 X 50</p>		<p>Material: Understanding the procedures for speech: titilaksana waran purwaka (arranging greetings, arranging pepujen, arranging panyapa, nyuwun palilah, mbeber oneself, mbabar pamawas (themes and topics).</p> <p>References: <i>Sudiati, V. and Widyamartaya, A. Creative Language: Towards Pragmatic Skills . Jogjakarta: Kanisius</i></p> <hr/> <p>Material: Understand the procedures for speech: titilaksana waran purwaka (arranging greetings, arranging pepujen, arranging panyapa, nyuwun palilah, mbeber oneself, mbabar pamawas (themes and topics).</p> <p>Library: <i>Sudiyatmana, RM. 1989. Guidance on Pamedhar Sabda and Pranatcara. Semarang: Various Knowledge</i></p>	5%
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13	Understand speech procedures: carry out content play (arrange various topics and ngandharake every reng-rengan).	Understand speech procedures: carry out content play (organize the topics and ngandharake every reng-rengan).	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Mangsuli siji: not enough 2.Mangsuli loro: enough 3.Mangsuli telu: neat <p>Form of Assessment : Participatory Activities</p>		<p>Approach: Classical Method: Discocery Learning Model: Scientific Strategy: Question and Answer, Discussion, Lecture 2 X 50</p>	<p>Material: Understand speech procedures: carry out content management (organize the topics/topics and ngandharake every reng-rengan). References: <i>Sudiati, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i></p> <hr/> <p>Material: Understand speech procedures: carry out content management (organize the topics/topics and ngandharake every reng-rengan). References: <i>Sudiyatmana, RM. 1989. Guide to Pamedhar Sabda and Pranatcara. Semarang: Various Sciences</i></p>	5%
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14	Understand the speech procedures: carry out the panuwun war (set the seat, set the pepujen, nyuwun pangapunten, set the panuwun, and set the greeting).	Understand the procedures for performing speeches: performing the panuwun war (setting the seat, setting the pepujen, nyuwun pangapunten, setting the panuwun, and setting the greeting)	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Mangsuli siji: not enough 2. Mangsuli loro: enough 3. Mangsuli telu: neat <p>Form of Assessment : Participatory Activities, Practice/Performance</p>		<p>Approach: Classical Method: Discocery Learning Model: Scientific Strategy: Question and Answer, Discussion, Lecture 2 X 50</p>	<p>Material: Understanding the procedures for speech: carrying out the panuwun (setting the seat, setting the pepujen, nyuwun pangapunten, setting the panuwun, and setting the greeting). References: <i>Sudiati, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i></p> <hr/> <p>Material: Understanding the procedures for speech: carrying out the panuwun (setting the seat, setting the pepujen, nyuwun pangapunten, setting the panuwun, and setting the greeting). References: <i>Sudiyatmana, RM. 1989. Guide to Pamedhar Sabda and Pranatcara. Semarang: Various Sciences</i></p>	5%
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15	Understand the procedures for speech: titipurna (set lapuran, set panuwun, nyuwun pangapunten, and set bebungah).	Understand the procedures for speech: titipurna (set lapuran, set panuwun, nyuwun pangapunten, and set bebungah).	Criteria: 1.Mangsuli siji: not enough 2.Mangsuli loro: enough 3.Mangsuli telu: neat Form of Assessment : Practice / Performance	Approach: Classical Method: Discocery Learning Model: Scientific Strategy: Question and Answer, Discussion, Lecture 2 X 50		Material: Understand the procedures for speech: titipurna (set lapuran, set panuwun, nyuwun pangapunten, and set bebungah). References: <i>Sudiat, V. lan Widyamartaya, A. Creative Language: Towards Pragmatic Skills. Jogjakarta: Kanisius</i> <hr/> Material: Understand the procedures for speech: titipurna (set lapuran, set panuwun, nyuwun pangapunten, and set bebungah). References: <i>Sudiyatmana, RM. 1989. Guide to Pamedhar Sabda and Pranatcara. Semarang: Various Sciences</i>	5%
16	Nindakake speech	Nindakake speech ing bebrayan.	Criteria: 1.Solah bring and basic cakrike 2.open, fill, and close Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Approach: Individual Method: Project Based Learning Model: Scientific Strategy: Practice 2 X 50		Material: speaking skills Reference: <i>Tarigan, Henry Guntur, 1983. Speaking Skills. Bandung: Space</i>	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	42.5%
2.	Project Results Assessment / Product Assessment	10%
3.	Practice / Performance	47.5%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.