



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																																																																																																														
Study Old Manuscripts	8820202163	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 2024																																																																																																														
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																															
	Respati Retno Utami, S.Pd., M.Pd.		Prof. Dr. Darni, M.Hum			Latif Nur Hasan, S.Pd., M.Pd.																																																																																																															
Learning model	Project Based Learning																																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																				
	PLO-7	Skilled in oral and written Javanese language in Javanese and Latin script according to the rules;																																																																																																																			
	PLO-8	Able to appreciate, assess and create modern and classical Javanese literary works in accordance with the structure and rules of literary genres;																																																																																																																			
	PLO-12	Able to carry out research on Javanese language, literature, culture and learning in accordance with the concept of the scientific method;																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	Able to utilize science and technology to obtain, collect and process various basic principles of text criticism, approaches and methods as well as their application in order to study and analyze ancient manuscripts critically and creatively																																																																																																																			
	PO - 2	Master the theoretical concepts of textual criticism, approaches and methods, and be able to formulate solutions to various problems in the study and analysis of ancient manuscript studies critically, creatively and procedurally.																																																																																																																			
	PO - 3	Able to make strategic decisions based on information and data analysis and provide guidance in choosing various alternative solutions to solve problems in the study and analysis of ancient manuscript studies																																																																																																																			
	PO - 4	Responsible for individual and group learning performance in resolving various research and study problems in ancient manuscripts at school.																																																																																																																			
	PLO-PO Matrix																																																																																																																				
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-7</th> <th>PLO-8</th> <th colspan="4">PLO-12</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td>✓</td> <td colspan="4">✓</td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td colspan="4"></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td colspan="4">✓</td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td>✓</td> <td colspan="4">✓</td> </tr> </tbody> </table>						P.O	PLO-7	PLO-8	PLO-12				PO-1		✓	✓				PO-2		✓					PO-3		✓	✓				PO-4	✓	✓	✓																																																																														
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																					
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Short Course Description	Study of the basic principles of text criticism, approaches and methods and their application in the study and study of old Javanese manuscripts critically and creatively to improve analysis skills of old literary works and their 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 :																																																																																																																				

1. Baried, Baroroh St.dkk. 1993. Pengantar Teori Filologi . Yogyakarta: Gadjah Mada University Press.
2. Poerbatjaraka. R.Ng. 1957. Kapustakan Djawi . Djakarta: Djambatan
3. Pigeaud, Th G, 1970. Literature of Java Jld IsdIII. Martinus: Nijhoof
4. Purnomo, Bambang. 2013. Filologi dan Telaah Naskah Lama . Surabaya: Bintang.
5. Robson. S.O. 1975. Pengkajian Sastra Tradisional Indonesia . Jakarta: Pusat Pembinaan dan Pengembangan Bahasa
6. Robson. S.O. 1975. Prinsip-prinsip Dasar Filologi. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa
7. Suwarni. 2008. Serat Carios Sri Sadana, analisis struktur dan Sosiokultural. Surabaya: Pasca SarjanaUnesa
8. Naskah-naskah berbahasa Jawa.
9. McGann, Jerome. 2013. "Philology in a New Key." Critical Inquiry 39 (2): 327– 346.
10. Turner, James. 2014. Philology : the forgotten origins of the modern humanities. United Kingdom: Princeton University Press.
11. Saktimulya, Sri Ratna. 2016. Naskah-naskah Skriptorium Pakualaman: Periode Paku Alam II (1830- 1858). Jakarta KGP (Kepustakaan Populer Gramedia).
12. Chamammah-Soeratno. 2011. Sastra, Teori & Metode. Yogyakarta: Elmatera.
13. Crawford, G. A. (2013). A Citation Analysis of the Classical Philology Literature: Implications for Collection Development. Evidence Based Library and Information Practice, 8(2), 214–224. <https://doi.org/10.18438/B8HP56>

Supporters:

Supporting lecturer Respati Retno Utami, 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	Understand the concepts and characteristics of manuscript review	<ol style="list-style-type: none"> 1.Explain the concept of manuscript review 2.explain the characteristics of manuscript review 3.compare the concepts and characteristics of manuscript reviews 	<p>Criteria: activeness in expressing opinions about the concepts and characteristics of manuscript studies with logical arguments</p> <p>Form of Assessment : Participatory Activities</p>	lectures and discussions 2 X 50	lectures and discussions 2 X 50	<p>Material: manuscript review</p> <p>References: <i>Baried, Baroroh St. et al. 1993. Introduction to Philological Theory. Yogyakarta: Gadjah Mada University Press.</i></p>	5%
2	Know the concepts & methods of text editing	<ol style="list-style-type: none"> 1.Students can understand the stages of manuscript inventory. 2.Students can understand the stages of script description 3.Students can understand the stages of manuscript review. 4.Students can understand the stages of transliteration. 5.Students can understand the stages of translation. 	<p>Criteria: activeness in discussing material about concepts & text editing methods.</p> <p>Form of Assessment : Participatory Activities</p>	contextual, discussion 2 X 50	contextual, discussion 2 X 50	<p>Material: concepts & methods of text editing</p> <p>Reader: <i>Purnomo, Bambang. 2013. Philology and the Study of Old Manuscripts. Surabaya: Bintang.</i></p>	2%

3	Know the concepts & methods of text editing	<ol style="list-style-type: none"> 1. Students can understand the stages of manuscript inventory. 2. Students can understand the stages of script description 3. Students can understand the stages of manuscript review. 4. Students can understand the stages of transliteration. 5. Students can understand the stages of translation. 	<p>Criteria: activeness in discussing material about concepts & text editing methods.</p> <p>Form of Assessment : Participatory Activities</p>	contextual, discussion 2 X 50	contextual, discussion 2 X 50	<p>Material: concepts & methods of text editing Reader: <i>Purnomo, Bambang. 2013. Philology and the Study of Old Manuscripts. Surabaya: Bintang.</i></p>	3%
4	Apply text improvement techniques to the selected manuscript	<ol style="list-style-type: none"> 1. Students can explain text repair techniques 2. Students can apply text improvement techniques to the selected manuscript 3. Students can analyze the reasons for choosing words/phrases to improve the text 	<p>Criteria: activeness in discussing material about text improvement techniques</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	lecture, discussion 2 X 50	lecture, discussion 2 X 50	<p>Material: concept of text publication, critical apparatus. Reader: <i>Robson. SO 1975. Study of Traditional Indonesian Literature. Jakarta: Center for Language Guidance and Development</i></p>	5%
5	Apply text improvement techniques to the selected manuscript	<ol style="list-style-type: none"> 1. Students can explain text repair techniques 2. Students can apply text improvement techniques to the selected manuscript 3. Students can analyze the reasons for choosing words/phrases to improve the text 	<p>Criteria: activeness in discussing material about text improvement techniques</p> <p>Form of Assessment : Participatory Activities</p>	lecture, discussion 2 X 50	lecture, discussion 2 X 50	<p>Material: concept of text publication, critical apparatus. Reader: <i>Robson. SO 1975. Study of Traditional Indonesian Literature. Jakarta: Center for Language Guidance and Development</i></p>	5%

6	Apply the results of published texts and critical apparatus to the selected manuscript	<ol style="list-style-type: none"> 1. Students can explain the concept of text publication 2. Students can apply criticism to the selected manuscript 3. Students can apply comments to the selected manuscript 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very good (80-100) if the published text is made in accordance with good systematics, the stages of the critical apparatus are systematic, coherent, and have very good quality. 2. Good (65-79) if the published text is made in accordance with good systematics, the stages of the critical apparatus are less systematic, coherent, and have a quality that is considered good. 3. It is enough (55-64) that if only part of the published text is produced in accordance with good systematics, the stages of the critical apparatus are less systematic, coherent, and have a quality that is considered to be lacking. 4. Less (45-54) if the published text is able to be completed but in terms of systematics it is very lacking, the stages of the critical apparatus are not systematic, not coherent, and have very poor quality because the reasons given are not based on reasons. 5. Very less (<44) if the published text cannot be completed. The published text does not meet the standards in terms of quality and content <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	team base learning 2 X 50	Team based learning. 2 X 50	<p>Material: concept of text improvement techniques</p> <p>References: <i>McGann, Jerome. 2013. "Philology in a New Key." Critical Inquiry 39 (2): 327–346.</i></p>	5%
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7	Apply the results of published texts and critical apparatus to the selected manuscript	<ol style="list-style-type: none"> 1. Students can explain the concept of text publication 2. Students can apply criticism to the selected manuscript 3. Students can apply comments to the selected manuscript 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Very good (80-100) if the published text is made in accordance with good systematics, the stages of the critical apparatus are systematic, coherent, and have very good quality. 2. Good (65-79) if the published text is made in accordance with good systematics, the stages of the critical apparatus are less systematic, coherent, and have a quality that is considered good. 3. It is enough (55-64) that if only part of the published text is produced in accordance with good systematics, the stages of the critical apparatus are less systematic, coherent, and have a quality that is considered to be lacking. 4. Less (45-54) if the published text is able to be completed but in terms of systematics it is very lacking, the stages of the critical apparatus are not systematic, not coherent, and have very poor quality. 5. Very less (<44) if the published text cannot be completed. The published text does not meet the standards in terms of quality and content <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	team base learning 2 X 50	team base learning 2 X 50	<p>Material: concept of text improvement techniques References: <i>McGann, Jerome. 2013. "Philology in a New Key." Critical Inquiry 39 (2): 327–346.</i></p>	10%
8	MIDTERM EXAM	Students can understand the material at meetings 1-7 regarding manuscript review	<p>Criteria: the level of understanding of the material regarding the manuscript review properly.</p> <p>Form of Assessment : Test</p>	2 X 50 test		<p>Material: manuscript review Bibliography: <i>Chamammah-Soeratno. 2011. Literature, Theory & Method. Yogyakarta: Elmatara.</i></p>	5%

9	Producing scientific work in groups	<ol style="list-style-type: none"> 1.Students can collect data and research problems 2.Students can compose the framework of a scientific article 3.Students can develop an outline into a paragraph in a scientific paper 	<p>Criteria: activeness in discussing material about scientific articles.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	project base learning 2 X 50	project base learning 2 X 50	<p>Material: manuscript review</p> <p>Bibliography: <i>Turner, James. 2014. Philology : the forgotten origins of the modern humanities. United Kingdom: Princeton University Press.</i></p>	5%
10	Producing scientific work in groups	<ol style="list-style-type: none"> 1.Students can collect data and research problems 2.Students can compose the framework of a scientific article 3.Students can develop an outline into a paragraph in a scientific paper 	<p>Criteria: Activeness in discussing material about scientific articles</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project base learning 2 X 50	Project base learning 2 X 50	<p>Material: manuscript review</p> <p>Bibliography: <i>Turner, James. 2014. Philology : the forgotten origins of the modern humanities. United Kingdom: Princeton University Press.</i></p>	10%
11	Producing scientific work in groups	<ol style="list-style-type: none"> 1.Students can collect data and research problems 2.Students can compose the framework of a scientific article 3.Students can develop an outline into a paragraph in a scientific paper 	<p>Criteria: activeness in discussing material about scientific articles.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project base learning 2 X 50	project base learning 2 X 50	<p>Material: manuscript review</p> <p>Bibliography: <i>Turner, James. 2014. Philology : the forgotten origins of the modern humanities. United Kingdom: Princeton University Press.</i></p>	10%
12	present scientific articles that have been developed in groups	Students can present scientific articles that have been developed	<p>Criteria: activeness in presenting scientific articles</p> <p>Form of Assessment : Participatory Activities</p>	discussion 2 X 50	discussion	<p>Material: manuscript review</p> <p>Bibliography: <i>Saktimulya, Sri Ratna. 2016. Pakualaman Scriptorium Manuscripts: Paku Alam II Period (1830-1858). Jakarta KGP (Gramedia Popular Literature).</i></p>	5%
13	present scientific articles that have been developed in groups	Students can present scientific articles that have been developed	<p>Criteria: activeness in discussing scientific articles.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	discussion 2 X 50		<p>Material: manuscript review</p> <p>Bibliography: <i>Saktimulya, Sri Ratna. 2016. Pakualaman Scriptorium Manuscripts: Paku Alam II Period (1830-1858). Jakarta KGP (Gramedia Popular Literature).</i></p>	5%

14	present scientific articles that have been developed in groups	Students can assess (review) the articles that have been presented	<p>Criteria: activeness in providing criticism and assessment of the articles presented</p> <p>Form of Assessment : Participatory Activities</p>	discussion 2 X 50	Discussion 2 x 50	<p>Material: manuscript review</p> <p>Bibliography: <i>Saktimulya, Sri Ratna. 2016. Pakualaman Scriptorium Manuscripts: Paku Alam II Period (1830-1858). Jakarta KGP (Gramedia Popular Literature).</i></p>	5%
15	Producing revisions to scientific articles based on reviews from friends and lecturers	<p>1. Students can make revisions according to input provided by lecturers and friends</p> <p>2. Students are able to produce scientific articles in accordance with standardized systematics and quality</p>	<p>Criteria:</p> <p>1. Articles are rated as very good (80-100) if the article project is created according to predetermined systematic standards, showing high creativity and innovation.</p> <p>2. an article is considered good (65-79) if the article project is created according to predetermined systematic standards, but the elements of creativity and innovation are good.</p> <p>3. The article is considered sufficient (55-64) if the article project is created but there are some that do not meet the systematicity, and the level of creativity is not good so it requires a lot of revisions.</p> <p>4. Articles are rated as poor (45-54) if the article project can be completed but the quality, creativity and innovation are very lacking. Many errors were found in the format and content so it is not yet suitable for publication.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project base learning 2 X 50	project base learning 2 X 50	<p>Material: manuscript review</p> <p>Bibliography: <i>Saktimulya, Sri Ratna. 2016. Pakualaman Scriptorium Manuscripts: Paku Alam II Period (1830-1858). Jakarta KGP (Gramedia Popular Literature).</i></p>	10%

16	FINAL EXAMS	Students can understand the material regarding manuscript review.	Criteria: level of understanding of the material regarding manuscript review. Form of Assessment : Test	2 X 50 test		Material: manuscript review References : Crawford, GA (2013). <i>A Citation Analysis of the Classical Philology Literature: Implications for Collection Development. Evidence Based Library and Information Practice</i> , 8(2), 214–224. https://doi.org/...	10%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	35%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	15%
		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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.