



Universitas Negeri Surabaya
Faculty of Education,
Bachelor of Primary School Teacher Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																					
Basicity Studies	8620602027	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	July 31, 2022																																																																																																					
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																						
	Dra. Asri Susetyo Rukmi, M.Pd.		Maryam Isnaini Damayanti, S.Pd.,M.Pd.	Putri Rachmadyanti, S.Pd., M.Pd.																																																																																																						
Learning model	Case Studies																																																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																									
	PLO-6	Able to develop, maintain a network and establish effective communication with the academic community to support lifelong learning.																																																																																																								
	PLO-8	Apply the concept of basic skills knowledge and demonstrate integration in basic knowledge of study fields (mathematics, language, science, social studies, civics, arts, sports).																																																																																																								
	Program Objectives (PO)																																																																																																									
	PO - 1	Analyzing the concepts of phonology, morphology, syntax and semantics in Indonesian language learning																																																																																																								
	PO - 2	Identifying the concept of Indonesian language studies in elementary school learning																																																																																																								
	PO - 3	Developing logical, critical, systematic and creative thinking through learning language studies in elementary schools																																																																																																								
	PO - 4	Developing collaborative learning to support lifelong learning																																																																																																								
	PLO-PO Matrix																																																																																																									
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="width: 10%;">P.O</th> <th colspan="16" style="text-align: center;">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	This course contains a discussion of various linguistic concepts that are used in language acts or communication. The emphasis of the discussion includes phonology, morphology, semantics and syntax.																																																																																																									
References	Main :																																																																																																									
	1. Chaer, Abdul. 2007. Linguistik Umum. Jakarta : Rineka Cipta 2. Keraf, Gorys. 1982. Tata Bahasa Indonesia. Ende: Nusa Indah.																																																																																																									
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1. Akhadiyah, Sabarti. 1989. Pembinaan Kemampuan Menulis Bahasa Indonesia. Jakarta: Erlangga.
2. Depdikbud.1990,Tata Bahasa Baku Bahasa Indonesia. Jakarta : Balai Pustaka.
3. Depdikbud . 2004. Kamus Besar Bahasa Indonesia. Jakarta : Balai Pustaka.
4. Faisal,Muh. 2008. Kajian Bahasa Indonesia SD. Jakarta: Dirjen Dikti Depdiknas.
5. Keraf,Gorys. 1984 . Komposisi. Ende : Nusa Indah.
6. Muslich, Mansur. 2018. Fonologi Bahasa Indonesia. Jakarta : Bumi Aksara.
7. Ramlan.1987. Morfologi: Suatu Tinjauan Deskriptif. Yogyakarta: CV Karyono.
8. Ramlan. 1987. Sintaksis, Yogyakarta: CV Karyono.
9. Santosa, Puji, dkk. 2011. Materi dan Pembelajaran Bahasa Indonesia SD. Jakarta: Universitas Terbuka
10. Samsuri. 1982. Analisis Bahasa. Jakarta : Erlangga
11. Sumowijoyo,Gatot Susilo.2000. Pos Jaga Bahasa Indonesia.Surabaya : UNESA.
12. Suparno.1995. Perihal Bahasa. Malang: IKIP Malang.

Supporting lecturer
 SRI HARIANI
 Dra. Asri Susetyo Rukmi, M.Pd.
 Prof. Dr. Wahyu Sukartiningsih, 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	Differentiate the concept of Indonesian phonology	1.1. Distinguish between phonetic and phonemic concepts. 2.2. Explain the speech tools that produce language sounds. 3.3. Analyze Indonesian phonemes: vowels, consonants and diphthongs.	Criteria: Attached Form of Assessment : Participatory Activities	Lectures, case-based learning and 2 X 50 class discussions	Google Meet and Vinesa 2 x 50	Material: 1. Phonetic and phonemic concepts. 2. Speech apparatus and the sounds produced (vowel phonemes, consonants and diphthongs). Reader: <i>Faisal, Muh. 2008. Elementary School Indonesian Language Study. Jakarta: Director General of Higher Education, Ministry of National Education.</i>	5%
2	Identifying changes in Indonesian phonemes	1. Explain assimilation, dissimilation, and filial piety. 2. Give examples of each phoneme change.	Criteria: Attached Form of Assessment : Participatory Activities	Lectures, case-based learning and 2 X 50 class discussions	Google meet and Vinesa 2 X 50	Material: 1. Assimilation 2. Dissimilation 3. Voice of devotion Reader: <i>Keraf, Gorys. 1982. Indonesian Grammar. Ende: Nusa Indah.</i>	5%

3	Explaining intonation in Indonesian	1. Explain stress, pitch, duration, and stops. 2. Give examples of stress, pitch, duration, and stops. 3. Applying intonation in oral communication.	Criteria: Attached Form of Assessment : Participatory Activities	Lectures, case-based learning and 2 X 50 class discussions	Zoom and Vinesa 2 X 50	Material: Indonesian Intonation: a. Pressure b. Tone c. Duration d. Library Stop : <i>Faisal, Muh. 2008. Elementary School Indonesian Language Study. Jakarta: Director General of Higher Education, Ministry of National Education.</i>	5%
4	Analyzing language errors in the field of phonology	Analyze sentences	Form of Assessment : Portfolio Assessment	Lectures, case-based learning and 2 X 50 class discussions	Google Meet and Vinesa 2 X 50	Material: 1. Analysis of language errors in the field of phonology: a. Changes in phoneme pronunciation. b. Phoneme deletion. c. Addition of phonemes. d. Changes in diphthong sounds into single phonemes or single sounds. References: <i>Muslich, Mansur. 2018. Indonesian Phonology. Jakarta : Earth of Letters.</i>	5%
5	Understand the concept of Indonesian morphology and grammatical units	1. Explain the concept of morphology. 2. Explain grammatical units. 3. Identify word forms.	Criteria: Attached Form of Assessment : Portfolio Assessment	Lectures, case-based learning and 2 X 50 class discussions	Google meet and Vinesa 2 X 50	Material: 1. Morphemes and their types. 2. Allomorph. 3. Word forms (basic words, affixes, compound words, etc.). Reader: <i>Faisal, Muh. 2008. Elementary School Indonesian Language Study. Jakarta: Director General of Higher Education, Ministry of National Education.</i>	5%

6	Understand morphological & morphophonemic processes	1. Explain the affixation process, repetition and compounding processes. 2. Analyze phoneme changes, addition of phonemes, and deletion of phonemes that arise in word formation.	Criteria: Attached	Lectures, case-based learning and 2 X 50 class discussions	Google Meet and Vinesa 2 x 50	Material: 1. Affixation process. 2. Iterative process. 3. Compounding process. 4. Change of phoneme. 5. Addition of phonemes. 6. Omission of phonemes. References: <i>Muslich, Mansur. 2018. Indonesian Phonology. Jakarta : Earth of Letters.</i>	5%
7	Understand types of Indonesian words	1. Explain the division of types of words. 2. Give examples of types of words.	Criteria: Attached Form of Assessment : Portfolio Assessment	Approach: Communicative Method: Exploratory, Discussion, Assignment, and Case Study 2 X 50	Google Meet and Vinesa 2 x 50	Material: 1. Types of words according to traditional grammar. 2. New types of words. References: <i>Santosa, Puji, et al. 2011. Elementary School Indonesian Language Materials and Learning. Jakarta: Open University</i>	5%
8	UTS	UTS	Criteria: UTS Form of Assessment : Test	Test 2 X 50	Online Test 2 X 50		15%
9	Analyzing language errors in the field of morphology.	Analyzing language errors in the field of morphology related to affixation, repetition and compounding.	Criteria: Attached Form of Assessment : Participatory Activities, Portfolio Assessment	Approach: Communicative Method: Presentation, exploration of empirical data, Discussion of analysis of syntactic errors in several cases 2 X 50	Google Meet and Vinesa 2 X 50	Material: Analysis of language errors in the field of morphology: a. Affixation errors b. Repetition error c. Compounding error. References: <i>Chaer, Abdul. 2007. General Linguistics. Jakarta : Rineka Cipta</i>	5%
10	Understand syntax concepts	Explain the order in syntax.	Criteria: Attached Form of Assessment : Participatory Activities	Approach: Communicative Method: Discussion, Assignment, and 2 X 50 Literature Case Studies	Google Meet and Vinesa 2 X 50	Material: Order in syntax: a. Phrase b. Clause c. Sentence d. Paragraph e. Reader Discourse : <i>Faisal, Muh. 2008. Elementary School Indonesian Language Study. Jakarta: Director General of Higher Education, Ministry of National Education.</i>	5%

11	Understand the types of sentences	1. Explain the concept of sentences. 2. Analyze the elements in the sentence. 3. Analyze the types of sentences.	Criteria: Attached Form of Assessment : Participatory Activities	Approach: Communicative Method: Discussion, Assignment, and Case Study 2 X 50	Google Meet and Vinesa 2 X 50	Material: 1. Definition of sentences 2. Elements in sentences 3. Types of sentences References: <i>Santosa, Puji, et al. 2011. Elementary School Indonesian Language Materials and Learning. Jakarta: Open University</i>	5%
12	Understand paragraphs and discourse	1. Explain the types of paragraphs based on the location of the main sentence. 2. Explain the development of paragraphs. 3. Analyze the types of discourse.	Criteria: Attached Form of Assessment : Participatory Activities	Approach: Communicative Method: Discussion, Assignment, and Case Study 2 X 50	Google Meet and Vinesa 2 X 50	Material: 1. Types of paragraphs based on the location of the main sentence. 2. Types of paragraph development. 3. Types of discourse. References: <i>Santosa, Puji, et al. 2011. Elementary School Indonesian Language Materials and Learning. Jakarta: Open University</i>	5%
13	Analyzing language errors in the field of syntax	Analyze language errors related to phrases, clauses and sentences.	Criteria: Attached Form of Assessment : Participatory Activities	Approach: Communicative Method: Discussion, Assignment, and Case Study 2 X 50	Google Meet and Vinesa 2 X 50	Material: Analysis of language errors: a. Phrase errors b. Clause error c. Sentence errors Reader: <i>Faisal, Muh. 2008. Elementary School Indonesian Language Study. Jakarta: Director General of Higher Education, Ministry of National Education.</i>	5%
14	Understand Indonesian semantic concepts	1. Explain the various meanings of Indonesian words. 2. Analyze changes in the meaning of Indonesian words. 3. Give examples of various changes in word form.	Form of Assessment : Portfolio Assessment	Approach: Communicative Method: Presentation, literature review of discourse concepts with the content of various cases, exploration of empirical data, and analyzing discourse elements 2 X 50	Google Meet and Vinesa 2 X 50	Material: 1. Various meanings of words. 2. Word changes. 3. Change in word form. References: <i>Sumowijoyo, Gatot Susilo. 2000. Indonesian Guard Post. Surabaya : UNESA.</i>	5%

15	Analyzing language errors in the field of semantics	Analyzing language errors in the semantic field, especially changes in word meaning and changes in word form	Criteria: Attached Form of Assessment : Portfolio Assessment	Approach: Communicative Method: Discussion, Assignment, and 2 X 50 Case Studies	Google Meet and Vinesa 2 X 50	Material: 1. Analysis of language errors in the semantic field: a. Change in word meaning. b. Change of word form. References: <i>Sumowijoyo, Gatot Susilo. 2000. Indonesian Guard Post. Surabaya : UNESA.</i>	5%
16	UAS	UAS	Criteria: Attached Form of Assessment : Test	Test 2 X 50	Online Test 2 X 50		20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	37.5%
2.	Portfolio Assessment	27.5%
3.	Test	35%
		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.