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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Language Studies		8620603026		T=3	P=0	ECTS=4.77	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Putri Rachmadyanti, S.Pd., M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

		P.O

	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Discussion of (1) history, position and function of Indonesian (2) critical reading (3) characteristics of scientific Indonesian (4) EyD (5) scientific work (6) proposal writing (7) articles and papers (8) editing (9) citation and reference list, and (10) presentation. The methods used are lectures, discussions, projects and case studies.

References	**Main :**
	1. Tim. 2015. Menulis Ilmiah: Buku Ajar MPK Bahasa Indonesia. Surabaya: Unesa Press. 2. Ahmadi, Anas. 2015. Psikologi Menulis. Yogyakarta: Ombak. 3. Alwi, Hasan,dkk. 2003a. TBBBI. Jakarta: BP. 4. _____. 2003b. PUPI. Jakarta: BP. 5. Permen 49. 2009. EyD. Jakarta. 6. Sugono, Dendy, dkk. 2003a. Pengindonesiaan Istilah Asing dalam Bahasa Indonesia. Jakarta: PB. 7. Axelrod, R.B. & Cooper, C.R. 2010. Guide to Writing. Benfork: Boston.
	Supporters:

Supporting lecturer	MASENGUT SUKIDI SRI HARIANI Prof. Dr. Wahyu Sukartiningsih, M.Pd. Dr. Hendratno, M.Hum. Maryam Isnaini Damayanti, 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)

			Criteria:				
1	Proud to have and use Indonesian as the national language and official language of the country.	use Indonesian well and correctly in various communication events.	**Criteria:** 1.1. try to use good and correct Indonesian, 2.2. no interference with other languages 3.3. use official Indonesian in scientific situations	Class 2 X 50 Lectures and Discussions			0%
2	Students have strong character in using Indonesian	Explain the nature of Indonesian as a communication tool for Indonesian speakers	**Criteria:** 1.1. Understanding the material 2.2'. The suitability of the concept of the nature of language in reports on literature reading activities. 3.3. Oral language skills in report presentations	Approach: Communicative Method: Discussion, Assignment, and Literature Study 3 X 50			0%
3	Students master the basic concepts of phonology	1. Explain the concept of phonology 2. Differentiate sounds based on articulatory production	**Criteria:** 1.1. Understanding phonological material 2.2 18. Appropriateness of phonological concepts in reports on literature reading activities. 3.3. Phonological analysis skills in text	Approach: Communicative Method: Group discussion, Assignment, and Literature Study 3 X 50			0%
4	Students are skilled at analyzing the phonology of language	1. Analyzing language errors. 2. Analyzing sounds or letters based on articulatory production	**Criteria:** 1.1. Understanding phonological errors 2.2. Appropriateness of phonological concepts in reports on literature reading activities. 3.3. Phonological analysis skills in text	Approach: Communicative Method: Discussion, Assignment, and Export 3 X 50			0%
5	Students master the basic concepts of morphology	1. Explain the concept of morphology 2. Distinguish between formations based on basic words, affixes and particles	**Criteria:** 1.1. Understanding morphological material 2.2. Appropriateness of morphological concepts in reports on literature reading activities. 3.3. Morphological analysis skills in text	Approach: Communicative Method: Discussion, Assignment, and Literature Study 3 X 50			0%
6	Students are skilled at analyzing morphological language errors	1. Analyzing morphological errors in the language 2. Analyzing errors in the morphological process of the Indonesian language	**Criteria:** 1.1. Understanding morphological error material 2.2. Appropriateness of morphological errors in reports on literature reading activities. 3.3. Ability to analyze morphological errors in text	Approach: Communicative Method: Discussion, Assignment, and Literature Study 3 X 50			0%

7	Students master the basic concepts of syntax	1. Explain the concept of syntax 2. Explain the types of sentences in Indonesian SIM3. Provide examples of sentences based on the types	**Criteria:** 1.1. Understanding the material 2.2 18. Appropriateness of the concept of the nature of language in reports on literature reading activities. 3.3. Oral language skills in report presentations	Approach: Communicative Method: Exploratory, Discussion, Assignment, and Literature Study 3 X 50			0%
8	UTS	UTS	**Criteria:** UTS	UTS 3 X 50			0%
9	Students can analyze syntax errors	1. Analyze syntactic errors 2. Solve sentence formation problems	**Criteria:** 1.1. Understanding the material 2.2. Results of syntactic error analysis.	Approach: Communicative Method: Presentation, exploration of empirical data, discussion of syntactic error analysis 3 X 50			0%
10	Students master basic semantic concepts	1. Explain the concept of semantics 2. Explain the types of word meanings in the Indonesian language system 3. Give examples of the meaning of words based on their types	**Criteria:** 1.1. Understanding the material 2.2. Appropriateness of the concept of the nature of language in reports on literature reading activities. 3.3. Oral language skills in report presentations	Approach: Communicative Method: Discussion, Assignment, and Literature Study 3 X 50			0%
11	Students can analyze semantic errors	1. Analyzing semantic errors 2. Resolving semantic problems	**Criteria:** 1.1. Understanding semantic error material 2.2. Appropriateness of semantic errors in reports on literature reading activities. 3.3. Ability to analyze semantic errors in text	Approach: Communicative Method: Discussion, Assignment, and Literature Study 3 X 50			0%
12	Students master the basic concepts of pragmatics	1. Explain speech act patterns in Indonesian. 2. Give examples of the speech production process	**Criteria:** 1.1. Understanding the material 2.2 18. Appropriateness of the nature of pragmatics in reports on literature reading activities. 3.3. Oral language skills in report presentations	Approach: Communicative Method: Discussion, Assignment, and Literature Study 3 X 50			0%
13	Students can analyze pragmatic errors in the use of Indonesian	1. Analyzing pragmatic errors 2. Resolving speech production problems	**Criteria:** 1.1. Understanding pragmatic error material 2.2. Appropriateness of pragmatic errors in reports on literature reading activities. 3.3. Ability to analyze pragmatic errors in text	Approach: Communicative Method: Discussion, Assignment, and Literature Study 3 X 50			0%

14	Students master the concepts, types and analysis of discourse elements	1. Explain the concept of discourse 2. Give an example of the process of composing discourse 3. Analyze the elements of discourse 4. Create discourse	**Criteria:** 1.1. Understanding the material 2.2 18. Appropriateness of the concept and nature of language in reports on literature reading activities. 3.3. Oral language skills in report presentations	Approach: Communicative Method: Presentation, literature review of discourse concepts, exploration of empirical data, and analysis of discourse elements 3 X 50			0%
15	Students master the ability to use Indonesian well and correctly according to the context	1. Applying the use of linguistic rules in writing scientific papers 2. Applying the use of linguistic rules in presenting scientific papers	**Criteria:** 1. Understanding the nature of scientific work 2 18. Appropriateness of the concept of scientific work in reports on literature reading activities. 3. Ability to write scientific work based on ideas 4. Ability to present scientific work	Approach: Communicative Method: Discussion, Assignment, and Literature Study 3 X 50			0%
16							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.