

		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									
Local language		8620602007	Study Program Elective Courses		T=2	P=0	ECTS=3.18	3 May 1, 2023									
AUTHORIZATION		SP Developer			Course Cluster Coordinator		Study Program Coordinator										
		Bahasa Daerah			Dr. Heru Subrata, M.Si.		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	Understanding and ability to improve regional language skills of prospective regional language teachers at SD-MI. The skill aspects developed include listening, reading, speaking, writing and appreciating regional literary works, as well as regional language learning for SD-MI children. Achieving competency through written tests, performance, assignments/projects, and assignments.																
References	Main :																
	<ol style="list-style-type: none"> 1. Subrata, Heru. 2016. Marsudi Basa lan Sastra Jawi. Sidoarjo: Zifatama 2. Subrata, Heru. 2022. Piwulang Basa Jawi. Sidoarjo: Zifatama Publishing 3. Pergub Jatim, No. 19 Tahun 2014, tanggal 3 April 2014. Mata Pelajaran Bahasa Daerah Sebagai Muatan Lokal Wajib di Sekolah/Madrasah. Kurikulum Bahasa Daerah (Jawa/Madura) SD/SLB/MI 2013 4. Dinas Pendidikan Propinsi Jawa Timur, 2022. Capaian Pembelajaran Bahasa Daerah Pada Kurikulum Merdeka Tingkat SD, SMP, SMA, SMK DAN SLB (Bahasa Jawa, Madura). Surabaya: Dinas Pendidikan Propinsi Jawa Timur 5. Padmosukotjo, S.,1986. Wewaton Panulise Basa Jawa Nganggo Aksara Jawa. Surabaya: PT Citra Jaya Murti. 6. Padmosukotjo, S.,1986. Paramasastra Jawa. Surabaya: PT Citra Jaya Murti. 7. Prawiroatmojo, S. 1996. Bausastra Jawa-Indonesia. Jakarta: CV Haji Masagung 																
	Supporters:																
	<ol style="list-style-type: none"> 1. Suwaji, 1993. Ngoko lan Krama. Yogyakarta: Yayasan Pustaka Nusatama. 2. Subalidinata, 1994a. Kawruh Paramasastra Jawa. Yogyakarta: Yayasan Pustaka Nusatama. 3. Sasangka, Sry Satya Catur Wisnu, 2004. Unggah-ungguh Bahasa Jawa. Jakarta: Yayasan Paramalingua. 4. Sasangka, Sry Satya Catur Wisnu, 2005. Kamus Jawa-Indonesia Krama-Ngoko. Jakarta: Yayasan Paramalingua. 5. Subalidinata, 1994b. Kawruh Kasusastra Jawa. Yogyakarta: Yayasan Pustaka Nusatama. 6. Sasangka, Sry Satya Catur Wisnu, 2004. Paramasastra Jawa Gagrag Anyar. Jakarta: Yayasan Paramalingua. 																
Supporting lecturer	Dr. Heru Subrata, 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	Improving Javanese language skills in an integrated, functional and contextual manner	1. Explain the basic principles of Javanese language skills. 2. Describe the phonological elements of the Javanese language (Unine Javanese script), jejeg script and italic script, swara script, panjang script, irung script (nasalization).	Criteria: 1.accuracy of content 2.language use Form of Assessment : Participatory Activities	1. Direct Learning Model2. Modeling 2 X 50			5%
2	Improving Javanese language skills in an integrated, functional and contextual manner	1.Explains the basic principles of Javanese language skills. 2.Describe the phonological elements of the Javanese language (Unine Javanese script), jejeg script and italic script, swara script, panjang script, irung script (nasalization).	Criteria: accuracy of content and use of Javanese language Form of Assessment : Participatory Activities	1. Direct Learning Model 2. Modeling 3. Demonstration (Vocal Practice) 2 X 50		Material: Subrata, Heru. 2022. Piwulang Basa Jawi. Sidoarjo: Zifatama Publishing Reader: Subrata, Heru. 2016. Marsudi Basa and Jawi Literature. Sidoarjo: Zifatama	5%
3	Develop integrated listening skills for discourse from various fields (social, educational, arts, environment, tourism, literature, events, etc.) in the form of a Learning Plan.	1.Explains the basic principles of listening skills in Javanese. 2.listen (news, dialogue, speeches, fiction and non-fiction stories) critically and appreciatively. 3.develop integrated listening skills for discourse from various fields (social, educational, arts, environment, tourism, literature, events, etc.) in the form of a Learning Plan.	Criteria: 1.accuracy of content 2.language use Form of Assessment : Participatory Activities, Practical Assessment	Explanations, questions and answers, discussions and assignments 2 X 50		Material: Subrata, Heru. 2022. Piwulang Basa Jawi. Sidoarjo: Zifatama Publishing Library: East Java Provincial Education Office, 2022. Regional Language Learning Achievements in the Independent Curriculum at Elementary, Middle School, High School, Vocational School AND SLB (Javanese, Madurese). Surabaya: East Java Provincial Education Office	15%
4	Improving skills in reading Javanese language discourse in an integrated and functional manner	1. Read Javanese by paying attention to "wirama, wirasa" which is used as the basis for reading using Javanese 2. Write Javanese using Latin letters and write Javanese using Javanese letters	Criteria: accuracy and compatibility Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Explanations, questions and answers, discussions and assignments 2 X 50		Material: Subrata, Heru. 2022. Piwulang Basa Jawi. Sidoarjo: Zifatama Publishing Reader: Subrata, Heru. 2016. Marsudi Basa and Jawi Literature. Sidoarjo: Zifatama	10%

5	Improving Javanese speaking skills in an integrated, functional and contextual manner	1. Talking, dialogue, giving speeches, puppeteering using Javanese both ngoko and krama 2. Developing "antawacana lan pamedhar sabda" (rules for speaking in Javanese) both officially and unofficially 3. Developing an integrated vocabulary with points 1 and 2 4. Practice various forms of Javanese speech	Criteria: 1.wiraga (appearance) 2.wirama (harmony) 3.wirasa (beauty of language) Form of Assessment : Participatory Activities, Practice/Performance	Explanations, questions and answers, discussions and assignments 2 X 50			5%
6	Identifying manners	1. Explain the characteristics of the basics of manners in Javanese. Identify the basics of manners in Javanese	Criteria: 1.3:3 is correct 2.2:2 is correct 3.1:1 correct Form of Assessment : Participatory Activities, Practice/Performance	Explanations, questions and answers, discussions and assignments 2 X 50			5%
7	Appreciation of Literary Works for children (receptive and productive)	1.Describes Appreciation of Javanese Literature 2.Explaining the building blocks of Javanese short stories. 3.Analyzing the Discourse of Javanese short stories	Criteria: 1.accuracy of content 2.language use Form of Assessment : Practice / Performance	Explanations, questions and answers, discussions and assignments 2 X 50			5%
8					Online using Google Forms 2 X 50		15%
9	1. Basic principles of Javanese language development 2. Variety of Javanese basa 3. Kaskaya basa 4. Tembang macapat	1.Describe the basic principles of the development of the Javanese language. 2.Analyzing Javanese language varieties 3.Identifying Javanese kaskaya 4.Explains in full the types of Javanese songs according to their characteristics.	Criteria: 1.Accuracy of content 2.use of Javanese 3.Tuner point accuracy Form of Assessment : Participatory Activities	Explanation, question and answer, discussion, practice and assignment 2 X 50			5%
10	Identifying sesorah institutions	1. Explain the sesorah procedures	Criteria: 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 2 X 50			5%

11	Arranging parikan and wangsalan	1. Explain the characteristics of parikan and wangsalan2. Identify parikan and wangsalan3. arrange several parikan and wangsalan	Criteria: maximum value 100	Explanations, questions and answers, discussions and assignments 2 X 50			5%
12	practice reading Latin script and Javanese script	able to practice reading Latin script and Javanese script	Criteria: assessment of attitudes, skills and cognitive Form of Assessment : Participatory Activities	practice, collaborative 2 X 50			5%
13	Identify Javanese prose and poetry	able to identify Javanese prose and poetry	Criteria: cognitive, skills, affective assessment Form of Assessment : Participatory Activities	collaborative, 2 X 50 lectures			5%
14	Identify Javanese prose and poetry	able to identify Javanese prose and poetry	Criteria: cognitive, skills, affective assessment Form of Assessment : Participatory Activities, Practice/Performance	collaborative, 2 X 50 lectures			5%
15	Identify Javanese prose and poetry	able to identify Javanese prose and poetry	Criteria: cognitive, skills, affective assessment	collaborative, 2 X 50 lectures			5%
16	UAS	UAS	Criteria: UAS Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	UAS 2 X 50		Material: Subrata, Heru. 2022. Piwulang Basa Jawi. Sidoarjo: Zifatama Publishing Library: Material: Subrata, Heru. 2016. Marsudi Basa and Jawi Literature. Sidoarjo: Zifatama Pustaka Champion:	25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	47.5%
2.	Project Results Assessment / Product Assessment	8.33%
3.	Portfolio Assessment	10.83%
4.	Practical Assessment	10%
5.	Practice / Performance	15%
6.	Test	8.33%
		99.99%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.