



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and Literature
Education

Document Code

SEMESTER LEARNING PLAN

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|--|--|----------------------|-----------------------------------|--|--------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literary Anthropology*** | 8820102008 | | T=2 P=0 ECTS=3.18 | 7 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Prof. Dr. Anas Ahmadi, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | Able to develop the ability to analyze anthropological aspects in Indonesian literary texts by utilizing basic concepts of literary anthropology through face-to-face activities, training, structured assignments, independent study, and simulations to produce articles/papers to be presented in class discussions and work exhibitions/titles major. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table> | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Ahimsa-Putra, Heddy Shri. 2001. Strukturalisme Levi Strauss: Mitos dan Karya Sastra . Yogyakarta: Galang Press. 2. Damono, Sapardi Djoko. 2000. Priyayi Abangan: Dunia Novel Jawa Tahun 1950-an . Yogyakarta: Bentang Budaya. 3. Djamaris, Edwar. 2002. Pengantar Sastra Rakyat Minangkabau . Jakarta: Yayasan Obor Indonesia. 4. Endraswara, Suwardi. 2013. Metodologi Penelitian Antropologi Sastra . Yogyakarta: Penerbit Ombak. 5. Faruk, Bakdi Soemanto, Bambang Purwanto. 2000. Perlawanan Atas Diskriminasi Rasial-Etnik: Konteks Sosial-Ideologis Kritik Sastra Tionghoa Peranakan . Magelang: IndonesiaTera. 6. Mahayana, Maman S.. 2001. Akar Melayu: Sistem Sastra dan Konflik Ideologi di Indonesia dan Malaysia . Magelang: IndonesiaTera. 7. Napiah, Mana Sikana Abdul Rahman. 2003. Sastera Singapura dan Malaysia Diera Pascamoden . Singapura: Bersama Enterprise. 8. Ratna, Nyoman Kutha. 2011. Antropologi Sastra: Peranan Unsur-Unsur Kebudayaan dalam Proses Kreatif. Yogyakarta: Pustaka Pelajar. 9. Yuwana, Setya. 2007. Antropologi Sastra . Surabaya: Unesa University Press | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Prof. Dr. H. Setya Yuwana, M.A. Prof. Dr. Anas Ahmadi, 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | <p>- Understand the concept of intersection between literature and literary anthropology · Apply the basic concepts between literature and literary anthropology</p> | <p>Explains the concept of intersection between literature and literary anthropology</p> | <p>Criteria: 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong</p> | <p>Explanations, questions and answers, discussions and assignments 2 X 50</p> | | | 0% |
| 2 | <p>Utilizing science and technology as a tool to help understand the concept of literary works in anthropological studies</p> | <p>1. Understand the concept of literary works in anthropological studies 2. Utilizing the internet to search for literary concepts in anthropological studies</p> | <p>Criteria: 1. Rubric: 2. Score 3. Rubric 4.4 5. Articles according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to article development guidelines, articles are developed from preliminary research with steps according to instructions, there is evidence of consultation at least 4 times. 6.3 7. Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are a maximum of 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there is evidence consult at least 3 times. 8.2 9. Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are more than 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there are proof of consultation at least 2 times. 10.1 11. The article was written, but did not match the template format www.ejournal.unesa.ac.id.</p> | <p>Explanations, questions and answers, discussions and assignments 2 X 50</p> | | | 0% |

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| 3 | Utilizing science and technology as a tool to help understand the concept of literary works in anthropological studies | <p>1. Understand the concept of literary works in anthropological studies</p> <p>2. Utilizing the internet to search for literary concepts in anthropological studies</p> | <p>Criteria:</p> <p>1. Rubric:</p> <p>2. Score</p> <p>3. Rubric</p> <p>4.4</p> <p>5. Articles according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to article development guidelines, articles are developed from preliminary research with steps according to instructions, there is evidence of consultation at least 4 times.</p> <p>6.3</p> <p>7. Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are a maximum of 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there is evidence consult at least 3 times.</p> <p>8.2</p> <p>9. Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are more than 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there are proof of consultation at least 2 times.</p> <p>10.1</p> <p>11. The article was written, but did not match the template format www.ejournal.unesa.ac.id.</p> | <p>Explanations, questions and answers, discussions and assignments 2 X 50</p> | | | 0% |
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| 4 | <p>· Utilizing science and technology as a tool to understand the concept of literary anthropology and other interdisciplinary sciences</p> <p>· Understanding the cultural anthropology paradigm for literary studies</p> | <p>1.· Understand the concept of literary anthropology and other interdisciplinary sciences</p> <p>2.· Utilize the internet for</p> <p>3.looking for the concept of cultural anthropology paradigm for literary studies</p> | <p>Criteria:</p> <p>1.Rubric: 2.Score 3.Rubric 4.4 5.Articles according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to article development guidelines, articles are developed from preliminary research with steps according to instructions, there is evidence of consultation at least 4 times.</p> <p>6.3 7.Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are a maximum of 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there is evidence consult at least 3 times.</p> <p>8.2 9.Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are more than 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there are proof of consultation at least 2 times.</p> <p>10.1 11.The article was written, but did not match the template format www.ejournal.unesa.ac.id.</p> | <p>Explanations, questions and answers, discussions and assignments 2 X 50</p> | | 0% |
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| 5 | <p>· Utilizing science and technology as a tool to understand the concept of literary anthropology and other interdisciplinary sciences</p> <p>· Understanding the cultural anthropology paradigm for literary studies</p> | <p>1.· Understand the concept of literary anthropology and other interdisciplinary sciences</p> <p>2.· Utilize the internet for</p> <p>3.looking for the concept of cultural anthropology paradigm for literary studies</p> | <p>Criteria:</p> <p>1.Rubric: 2.Score 3.Rubric 4.4 5.Articles according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to article development guidelines, articles are developed from preliminary research with steps according to instructions, there is evidence of consultation at least 4 times.</p> <p>6.3 7.Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are a maximum of 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there is evidence consult at least 3 times.</p> <p>8.2 9.Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are more than 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there are proof of consultation at least 2 times.</p> <p>10.1 11.The article was written, but did not match the template format www.ejournal.unesa.ac.id.</p> | <p>Explanations, questions and answers, discussions and assignments 2 X 50</p> | | 0% |
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| 6 | <p>Utilizing science and technology as a tool to help understand the scope of literary anthropology. Mastering the concept of the nature of literary anthropology</p> | <p>1. Understand the scope of literary anthropology 2. Mastering the concept of the nature of literary anthropology</p> | <p>Criteria: 1. Rubric: 2. Score 3. Rubric 4.4 5. Articles according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to article development guidelines, articles are developed from preliminary research with steps according to instructions, there is evidence of consultation at least 4 times. 6.3 7. Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are a maximum of 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there is evidence consult at least 3 times. 8.2 9. Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are more than 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there are proof of consultation at least 2 times. 10.1 11. The article was written, but did not match the template format www.ejournal.unesa.ac.id.</p> | <p>Explanations, questions and answers, discussions and assignments 2 X 50</p> | | 0% |
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| 7 | <p>Utilizing science and technology as a tool to help understand the scope of literary anthropology. Mastering the concept of the nature of literary anthropology</p> | <p>1. Understand the scope of literary anthropology 2. Mastering the concept of the nature of literary anthropology</p> | <p>Criteria: 1. Rubric: 2. Score 3. Rubric 4.4 5. Articles according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to article development guidelines, articles are developed from preliminary research with steps according to instructions, there is evidence of consultation at least 4 times. 6.3 7. Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are a maximum of 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there is evidence consult at least 3 times. 8.2 9. Article according to the template format www.ejournal.unesa.ac.id, each component is written according to the rules according to the article development guidelines (but there are more than 2 components written not according to the guidelines), the article is developed from preliminary research with steps according to the instructions, there are proof of consultation at least 2 times. 10.1 11. The article was written, but did not match the template format www.ejournal.unesa.ac.id.</p> | <p>Explanations, questions and answers, discussions and assignments 2 X 50</p> | | 0% |
| 8 | UTS | UTS | <p>Criteria: -</p> | - 2 X 50 | | 0% |
| 9 | <p>Understanding literary anthropology: the relationship between library studies and field studies. Mastering the concept of the subject of literary anthropology studies</p> | | | 2 X 50 | | 0% |
| 10 | <p>Understanding literary anthropology: the relationship between library studies and field studies. Mastering the concept of the subject of literary anthropology studies</p> | | | 2 X 50 | | 0% |

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| 11 | <ul style="list-style-type: none"> - Utilize science and technology as a tool to help understand theories in literary anthropology - Master the basic concepts of literary anthropology which reflects the ability to analyze anthropological aspects in Indonesian literary texts - Make strategic decisions in analyzing anthropological aspects in Indonesian literary texts - Be responsible towards completing assignments, quizzes and tests related to the analysis of anthropological aspects in Indonesian literary texts | | | 2 X 50 | | | 0% |
| 12 | <ul style="list-style-type: none"> - Utilize science and technology as a tool to help understand theories in literary anthropology - Master the basic concepts of literary anthropology which reflects the ability to analyze anthropological aspects in Indonesian literary texts - Make strategic decisions in analyzing anthropological aspects in Indonesian literary texts - Be responsible towards completing assignments, quizzes and tests related to the analysis of anthropological aspects in Indonesian literary texts | | | 2 X 50 | | | 0% |
| 13 | <ul style="list-style-type: none"> - Understand the determination of the focus of literary anthropology - Utilize science and technology as a tool to find examples of fictional prose - Make strategic decisions in analyzing anthropological aspects in Indonesian literary texts - Be responsible for completing assignments, quizzes and tests related to the analysis of aspects anthropology in Indonesian literary texts | | | 2 X 50 | | | 0% |

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| 14 | - Understand the determination of the focus of literary anthropology - Utilize science and technology as a tool to find examples of fictional prose - Make strategic decisions in analyzing anthropological aspects in Indonesian literary texts - Be responsible for completing assignments, quizzes and tests related to the analysis of aspects anthropology in Indonesian literary texts | | | 2 X 50 | | | 0% |
| 15 | - Understand literary anthropology research methods - Utilize science and technology as a tool to find examples of analysis of ethnographic novels - Make strategic decisions in analyzing anthropological aspects in Indonesian literary texts - Be responsible for completing assignments, quizzes and tests related to the analysis anthropological aspects in Indonesian literary texts | | | 2 X 50 | | | 0% |
| 16 | UAS | - | Criteria: - | - 2 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.

