



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts,**  
**Indonesian Literature Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																												
Ethics and Aesthetics	7920102178		T=2 P=0 ECTS=3.18	2	July 16, 2024																																																												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																												
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<b>Learning model</b>	<b>Case Studies</b>																																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																
	<b>Program Objectives (PO)</b>																																																																
	<b>PLO-PO Matrix</b>																																																																
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<b>Short Course Description</b>	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td colspan="16" style="text-align: center;">P.O</td> </tr> <tr> <td></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>															P.O																	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<p><b>Main :</b></p> <p>1. Berten, K. (2013) Etika . Yogyakarta: Kanisius. Rachels, James (2004) Filsafat Moral . Yogyakarta: Kanisius Magnis-Suseno, Franz (1993) Etika Jawa , Jakarta: Gramedia Pustaka Utama. Suryajaya, Martin (2016) Sejarah Estetika . Jakarta Barat: Penerbit Gang Kabel &amp; Indie Book Corner. Suroso dan Puji Santoso (2009) Estetika: Sastra, Sastrawan &amp; Negara . Yogyakarta: Pararaton Publishing, Djelantik, M.A.A. (1990) Pengantar Dasar Ilmu Estetika . Denpasar: STSI Sutrisno, Mudji. (2005). Teks-Teks Kunci Estetika : Filsafat Seni . Yogyakarta: Galangpress. Sutrisno, Mudji dan Verhaak, Chirst (1993) Estetika Filsafat Keindahan .Yogyakarta: Kanisius.</p> <p><b>Supporters:</b></p>																																																																
<b>Supporting lecturer</b>	Prof. Dr. H. Setya Yuwana, M.A. Arie Yuanita, S.S., M.Si.																																																																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																										

1	Understand the meaning, sources and goals of ethics	Explain the concepts of understanding, sources and goals of ethics	<p><b>Criteria:</b></p> <p>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  1: the description is incorrect</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	Explanations, questions and answers, discussions and assignments 2 X 50			4%
2	1. understand the concept of conscience as a moral phenomenon 2. Understand the concept of Freedom and responsibility	1. explain the concept of conscience as a moral phenomenon 2. explain the concepts of freedom and responsibility	<p><b>Criteria:</b></p> <p>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  1: the description is incorrect</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	communicative, constructivist, and expository approaches. The lecture method uses discussion, discovery, question and answer, lecture, assignments and 2 X 50 exercises			4%

3	<p>1. Understand the concept of values and norms 2. Understand rights and obligations 3. Understand the concept of humans having good morals</p>	<p>1. explain the concept of values and norms in Indonesian literature 2. Understand the concept of rights and obligations 3. Understand humans who have good morals</p>	<p><b>Criteria:</b>  1. Rubric  2.4  3. 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.  4.3  5. 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.  6.2  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 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.  8.1  9. The article was written, but did not match the template format www.ejournal.unesa.ac.id.</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	<p>Observing, asking, collecting, processing and communicating information regarding values and norms in Indonesian literature  2 X 50</p>			4%
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4	<p>1. Understand the concept of values and norms 2. Understand rights and obligations 3. Understand the concept of humans having good morals</p>	<p>1. explain the concept of values and norms in Indonesian literature 2. Understand the concept of rights and obligations 3. Understand humans who have good morals</p>	<p><b>Criteria:</b>  1. Rubric  2.4  3. 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.  4.3  5. 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.  6.2  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 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.  8.1  9. The article was written, but did not match the template format www.ejournal.unesa.ac.id.</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	<p>Observing, asking, collecting, processing and communicating information regarding values and norms in Indonesian literature  2 X 50</p>		4%
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5	<p>1. Understand the concept of values and norms 2. Understand rights and obligations 3. Understand the concept of humans having good morals</p>	<p>1. explain the concept of values and norms in Indonesian literature 2. Understand the concept of rights and obligations 3. Understand humans who have good morals</p>	<p><b>Criteria:</b>  1. Rubric  2.4  3. 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.  4.3  5. 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.  6.2  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 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.  8.1  9. The article was written, but did not match the template format www.ejournal.unesa.ac.id.</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	<p>Observing, asking, collecting, processing and communicating information regarding values and norms in Indonesian literature  2 X 50</p>			4%
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6	Understanding moral philosophical theories	Explain the theories of moral philosophy	<p><b>Criteria:</b></p> <p>1.4</p> <p>2. Articles according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>3.3</p> <p>4. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>5.2</p> <p>6. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>7.1</p> <p>8. The article was written, but did not match the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	methods of discussion, discovery, question and answer, lecture, assignments and exercises 2 X 50			4%
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7	Understanding moral philosophical theories	Explain the theories of moral philosophy	<p><b>Criteria:</b></p> <p>1.4</p> <p>2. Articles according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>3.3</p> <p>4. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>5.2</p> <p>6. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>7.1</p> <p>8. The article was written, but did not match the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>.</p> <p><b>Form of Assessment :</b> Test</p>	methods of discussion, discovery, question and answer, lecture, assignments and exercises 2 X 50			20%
8	UTS		<p><b>Form of Assessment :</b> Participatory Activities</p>	2 X 50			4%

9	1. Understanding the Aesthetics of Sufism2. Understanding Mystical Aesthetics	1. Explaining the Aesthetics of Sufism2. Explaining Mystical Aesthetics	<p><b>Criteria:</b></p> <p>1. Rubric</p> <p>2.4</p> <p>3. Articles according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>4.3</p> <p>5. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>6.2</p> <p>7. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>8.1</p> <p>9. The article was written, but did not match the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	methods of discussion, discovery, question and answer, lecture, assignments and exercises 2 X 50			4%
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10	1. Understanding the Aesthetics of Sufism2. Understanding Mystical Aesthetics	1. Explaining the Aesthetics of Sufism2. Explaining Mystical Aesthetics	<p><b>Criteria:</b></p> <p>1. Rubric</p> <p>2.4</p> <p>3. Articles according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>4.3</p> <p>5. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>6.2</p> <p>7. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>8.1</p> <p>9. The article was written, but did not match the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	methods of discussion, discovery, question and answer, lecture, assignments and exercises 2 X 50			4%
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11	1. Understanding the Aesthetics of Sufism2. Understanding Mystical Aesthetics	1. Explaining the Aesthetics of Sufism2. Explaining Mystical Aesthetics	<p><b>Criteria:</b></p> <p>1. Rubric</p> <p>2.4</p> <p>3. Articles according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>4.3</p> <p>5. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>6.2</p> <p>7. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>8.1</p> <p>9. The article was written, but did not match the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	methods of discussion, discovery, question and answer, lecture, assignments and exercises 2 X 50			4%
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12	1. Understanding the Aesthetics of Sufism2. Understanding Mystical Aesthetics	1. Explaining the Aesthetics of Sufism2. Explaining Mystical Aesthetics	<p><b>Criteria:</b></p> <p>1. Rubric</p> <p>2.4</p> <p>3. Articles according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>4.3</p> <p>5. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>6.2</p> <p>7. Article according to the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>, 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>8.1</p> <p>9. The article was written, but did not match the template format <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a>.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	methods of discussion, discovery, question and answer, lecture, assignments and exercises 2 X 50			4%
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13	<p>1. understand aesthetics as a science of priority  2. Understanding the aesthetics of building the Indonesian human as a whole  3. Understanding Aesthetics in Indonesian Literature</p>	<p>1. explain aesthetics as a science of virtue  2. explain the aesthetics of building the Indonesian human as a whole  3. Explaining aesthetics in Indonesian literature</p>	<p><b>Criteria:</b>  1. Rubric 4 Presentation is carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, answers from questioners are correct, formulates suggestions for improvement  2.3  3. The presentation was carried out coherently with intonation and but did not emphasize the important aspects of the research, with the help of ppt media according to media criteria, the answers from the questioner were generally correct, formulating suggestions for improvement  4.2  5. The presentation was carried out, was not coherent and/or did not emphasize important aspects of the research, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, formulating suggestions for improvement  6.1  7. The presentation was carried out, but was not coherent and/or did not emphasize important aspects of the research, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	<p>discussions, discoveries, questions and answers, lectures, assignments, and exercises  2 X 50</p>		2%
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14	<p>1. understand aesthetics as a science of priority  2. Understanding the aesthetics of building the Indonesian human as a whole  3. Understanding Aesthetics in Indonesian Literature</p>	<p>1. explain aesthetics as a science of virtue  2. explain the aesthetics of building the Indonesian human as a whole  3. Explaining aesthetics in Indonesian literature</p>	<p><b>Criteria:</b>  1. Rubric 4 Presentation is carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, answers from questioners are correct, formulates suggestions for improvement  2.3  3. The presentation was carried out coherently with intonation and but did not emphasize the important aspects of the research, with the help of ppt media according to media criteria, the answers from the questioner were generally correct, formulating suggestions for improvement  4.2  5. The presentation was carried out, was not coherent and/or did not emphasize important aspects of the research, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, formulating suggestions for improvement  6.1  7. The presentation was carried out, but was not coherent and/or did not emphasize important aspects of the research, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	<p>discussions, discoveries, questions and answers, lectures, assignments, and exercises  2 X 50</p>		4%
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15	1. understand aesthetics as a science of priority 2. Understanding the aesthetics of building the Indonesian human as a whole3. Understanding Aesthetics in Indonesian Literature	1. explain aesthetics as a science of virtue 2. explain the aesthetics of building the Indonesian human as a whole3. Explaining aesthetics in Indonesian literature	<b>Criteria:</b> 1. Rubric 4 Presentation is carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, answers from questioners are correct, formulates suggestions for improvement 2.3 3. The presentation was carried out coherently with intonation and but did not emphasize the important aspects of the research, with the help of ppt media according to media criteria, the answers from the questioner were generally correct, formulating suggestions for improvement 4.2 5. The presentation was carried out, was not coherent and/or did not emphasize important aspects of the research, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, formulating suggestions for improvement 6.1 7. The presentation was carried out, but was not coherent and/or did not emphasize important aspects of the research, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement  <b>Form of Assessment :</b> Participatory Activities	discussions, discoveries, questions and answers, lectures, assignments, and exercises 2 X 50			0%
16			<b>Form of Assessment :</b> Project Results Assessment / Product Assessment				30%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	30%
3.	Test	20%
		100%

**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.