



Universitas Negeri Surabaya
Faculty of Languages and Arts,
Javanese Language and Literature Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Javanese Language Morphology II	8820202084		T=2 P=0 ECTS=3.18	5	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Latif Nur Hasan, 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																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> </tr> </table>					P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Study of word formation concepts (forms and types of words) to improve the ability to solve morphological problems and their application in Javanese language learning at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection.																																					
References	Main :																																					
	1.																																					
	Supporters:																																					
Supporting lecturer	Prof. Dr. Surana, S.S., M.Hum. Danang Wijoyanto, 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)																															
1	Understand the morpheme of the action of doing	Explain the morpheme of the action of doing	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really incomplete 4.incomplete 5.Wrong	PPT presentation, discussion 2 X 50			0%																															
2	Understand the action morphemes of wearing BJ	Explaining the action morpheme of using/using	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really incomplete 4.incomplete 5.Wrong	PPT presentation, discussion 2 X 50			0%																															

3	Understand the action morpheme of issuing	Explain the action morpheme of removing BJ	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really incomplete 4.incomplete 5.Wrong	PPT presentation, discussion 2 X 50			0%
4	Understanding action morphemes takes place	Explains the action morpheme of bringing to BJ's place	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%
5	Understanding the action morpheme of becoming more, making more	Explains the action morpheme of becoming more and making it BJ	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%
6	Understand the action morphemes of getting to BJ's place	Explain the meaning of the action morpheme of going to BJ's place	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%
7	Understand the action morphemes of getting to BJ's place	Explain the meaning of the BJ state morpheme	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%
8	MIDDLE SEMESTER EXAMINATION Materials 1 to 7	MIDDLE SEMESTER EXAMINATION Materials 1 to 7	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	2 X 50			0%
9	Understand that morphemes contain what is basically/centered	Explain the meaning of a morpheme containing something like its base/center	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.it really doesn't fall off 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%
10	Understanding morphemes has properties related to their base	Explain the meaning of morphemes as having properties related to their base.	Criteria: 1.completely complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%

11	Understand the morphemes of thing and result	Explain the meaning of morphemes in relation to their basis	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%
12	Understanding morphemes in terms of abstraction	Explain the meaning of morphemes in terms of abstraction related to its basis	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%
13	Understanding result morphemes	Explain the meaning of the resulting morpheme in relation to its basis	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%
14	Understand the morphemes of action actors	Explain the meaning of the action actor morpheme in relation to its basis	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.Wrong	PPT presentation, discussion 2 X 50			0%
15	Final Ability Understanding the action morpheme of doing Understanding the action morpheme of using BJ Understanding the action morpheme of removing Understanding the action morpheme of bringing to a place Understanding the action morpheme of becoming more, making more Understanding the action morpheme of going to a place BJ Understanding the situation morpheme MID SEMESTER TEST Material 1 to 7 Understanding the morpheme of containing such as basically/centrally Understanding morphemes which have properties related to their basics Understanding morphemes of things and results Understanding morphemes of abstraction Understanding morphemes of results Understanding morphemes of action actors Understanding morphemes of UAS tools	Indicator Explains the action morpheme of doing Explains the action morpheme of using/uses Explains the action morpheme of taking out BJ Explains the action morpheme of bringing to BJ's place Explains the action morpheme of becoming more and makes BJ SD 7 Explains the meaning of a morpheme as having something like its base/center. Explains the meaning of a morpheme as having properties related to its base. Explaining the meaning of the morpheme of things relating to the basis Explaining the meaning of the morpheme of abstraction relating to the basis Explaining the meaning of the morpheme of the result relating to the basis	Criteria: Complete answers accompanied by examples	Approach/Model/Method/Learning Strategy PPT Presentation, discussion PPT presentation, discussion 2 X 50			0%
16	Understand tool morphemes	Explain the morphemes of tools for carrying out actions related to their base	Criteria: 1.really complete and coherent 2.completely complete and not coherent 3.really not coherent 4.not coherent 5.alah	PPT presentation, discussion 2 X 50			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.