



MODULE HANDBOOK

2024I


COURSE SYLLABUS BACHELOR OF
INDONESIA LANGUAGE AND
LITERATURE

UIN SYARIF HIDAYATULLAH JAKARTA

Tab 1


COURSE SYLLABUS

1st Semester

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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Islamic Studies | UIN 6033201 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 1 | July 19, 2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Discovery Learning, Contextual Learning, Project Based Learning, etc. | | | | |
| Type of Examination | | Attendance: 10 % b. Attitude: 5 % c. Independent / Structured Assignment: 15% d. Mid-term Test: 30 % e. Final-term Exam: 40% | | | | |
| Module Coordination | | Ahmad Irfan Mufid S.Ag., M.A. | | | | |
| Lecturer | | Ahmad Irfan Mufid S.Ag., M.A. | | | | |
| Course Requirements | | None | | | | |
| Menunjukkan sikap religius yang tercermin dalam perilaku sehari-hari, didukung oleh integritas moral yang tinggi dan pemahaman etika yang mendalam, serta disertai dengan kesadaran dan tanggung jawab terhadap | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. | | | |
| | | PLO-3 | Mastering knowledge of Islam, Pancasila, citizenship, globalization, and the world of work as well as oral or written delivery skills using Indonesian, Arabic, English, or other foreign languages. | | | |
| | | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. | | | |


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| kelestarian lingkungan dan keseimbangan alamProgram Learning Outcomes | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-011 | Able to show pious attitudes and behaviors |
| | CLO-012 | Able to show pious attitudes and behaviors |
| | CLO-013 | Able to internalize religious values |
| | CLO-031 | Able to uphold human values by implementing scientific integration, Islamic, and Indonesian values |
| | CLO-063 | Able to master the knowledge of Islam |
| | CLO-073 | Able to be an educator who continuously learns |
| | Sub-CLO | - |
| Brief Description of the Course | | The Islamic Studies Methodology course is a compulsory Faculty-level course organized by the Department of Islamic Studies. Al-Qur'an and Tafsir to equip students with knowledge about the theory (methodology) of Islamic studies; skills in applying Islamic study methods; and an inclusive attitude towards Islamic diversity. Islam; skills in applying Islamic study methods; and an inclusive attitude towards the diversity of Islamic in various perspectives of study. At the Faculty level, this course is presented to contribute to the strengthening of knowledge, skills, and values to the strengthening of knowledge, skills, and values in the vision of “Excellence, Islamic and Civilized”. |
| Scientific Integration | | Islamic Studies courses are integrated with scientific, Islamic, and Indonesian. Scientifically, Islamic Studies courses are integrated with various disciplines such as: history, sociology, anthropology, philosophy, and natural sciences. Islamically, Islamic Studies courses contain fiqh knowledge to regulate laws in various aspects of life; learn how to get closer to Allah; teach moral values taught in Islam; and make the Quran and hadith the main reference in understanding various aspects of life. In terms of Indonesianness, Islamic Studies courses contain local contexts and the values of Pancasila. |
| Research and Community Service Integration | | Journal: Regulations and Efforts of Islamic Religious Counselors: Literacy as a Socio-Religious Foundation in the Digital Age; Methods of Ruhani Education in Qur'anic Perspective |
| Learning Materials | | 1. Definition, Origin, Types, Elements, Purpose, and Function of Religion. 2. Human Needs for Religion. |

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| | | <ol style="list-style-type: none"> 3. Islam in its True Meaning. 4. Characteristics and Principles of Islamic Teachings, Similarities and Differences with Other Religions. 5. Sources of Islamic Teachings (al-Qur'an, al-Hadith and al-Ra'yu). 6. Principles of Islamic Teachings: Faith, Islam and Ihsan / faith, Science and Charity. 7. Aspects of Worship, Spiritual Exercises and Moral Teachings in Islam. 8. Aspects of Islamic History and Culture 9. Political and institutional aspects of Islam 10. Aspects of Education in Islam 11. Aspects of Islamic Da'wah 12. Societal Aspects of Islam 13. Aspects of moral development in Islam 14. Islamic Perspective on Gender Equality |
| References | | <ol style="list-style-type: none"> 1. Hamka, <i>Islamic Religious Studies</i>, (Jakarta: Bulan Bintang, 1978), cet. VI. 2. Hasan, Muhammad Tholchah, <i>Islam in Socio-Cultural Perspective</i>, (Jakarta: Lantabora Press, 2000); 3. Hidayat, Komaruddin and Ahmad Gaus AF, <i>Being Indonesian: 13 Centuries of Islamic Existence in the Archipelago</i>, (Bandung: Mizan, 2006), cet. I. 4. ---- <i>Islam, State and Civil Society: Contemporary Islamic Movements and Thought</i>, (Jakarta: Paramadina, 2005); 5. Huda, Nor, <i>Islam Nusantara, The Intellectual Sasial History of Islam in Indonesia</i>, (Jakarta: Ar-Ruzz Media Group, 2007), cet. 1. 6. Iqbal, Muhammad, <i>Rebuilding Religious Thought in Islam</i>, (Jakarta: Tintarmas, 1996). 7. Iqbal, Shiddiqi, Mummad Mirza, <i>Muslim Contribution to Science</i>, (Lahore: Kazi Publication, 1986), cet. I. 8. Kirmani, Moh. Zaki, <i>The Qur'an and the Future and Science</i>, (Delhi: Global Vision Publishing House, 2001), First Edition. 9. Kuntowijoyo, <i>Islamic Paradigm Interpretation for Action</i>, (Mizan: Bandung, 1411 H./1991 M.). 10. Lapidus, Ira M., <i>Social History of the Muslims</i>, Parts I, II and III, (Jakarta: RajaGrafindo Persada, 1999), cet. 1. 12. Nasution, Harun, <i>Islam Viewed from Various Aspects Volume I and II</i>, (Jakarta: UI Press, 1979). |

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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| General Linguistic | FTK6013 116 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 1 | July 18, 2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Cooperative Learning, and Contextual Learning. | | | | |
| Type of Examination | | test and non-test | | | | |
| Module Coordination | | Dr. Makyun Subuki M.Hum. | | | | |
| Lecturer | | Dr. Makyun Subuki M.Hum. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. | | | |
| | | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. | | | |
| | | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. | | | |
| | | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. | | | |
| | | Course Learning Outcomes (CLO) | | | | |
| | | CLO-033 | Able to convey messages orally or in writing with Indonesian and or foreign languages | | | |
| | | CLO-042 | Able to apply Indonesian language knowledge | | | |
| | | CLO-044 | Able to apply the science of Indonesian language and literature education in schools and madrasahs in accordance with the environment and the times | | | |

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| | CLO-062 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation. |
| | Sub-CLO | - |
| Brief Description of the Course | | The substance of this course study includes: the nature of language and the nature of linguistics, linguistic approaches/methods, history and schools of linguistics, principles of phonology, principles of morphology, principles of syntax, principles of semantics, principles of pragmatics, principles of psycholinguistics, and principles of sociolinguistics.. |
| Scientific Integration | | General linguistics courses have scientific and Indonesian integration, namely students are taught to understand the development of the Indonesian language in terms of phonology, morphology, and syntax. |
| Research and Community Service Integration | | Journal: Universal Pragmatics: Mempertimbangkan Habermas dalam Penelitian Linguistik |
| Learning Materials | | <ol style="list-style-type: none"> 1. the nature of language, 2. the limits of linguistic studies, 3. linguistic approaches/methods, 4. the history of linguistic and the schools in linguistics, 5. the basic of phonology, 6. the basic of morphology, 7. the basic of syntax, 8. the basic of semantics, 9. the basic of pragmatics, 10. the basic of psycholinguistics, and 11. the basic of sociolinguistics |
| References | | <ol style="list-style-type: none"> 1. Soeparno. 2017. <i>Dasar-Dasar Linguistik Umum</i>. Yogyakarta: Tiara Wacana. 2. Djoko Kentjono. 1990. <i>Dasar-Dasar Linguistik Umum</i>. Jakarta: Fakultas Sastra, UI. 3. Verhaar, J.W.M. 1996. <i>Asas-Asas Linguistik Umum</i>. Yogyakarta: Gadjah Mada University Press. 4. Suhardiyo, Toto. <i>Jalan Bahasa</i> 5. Bloomfield, Leonard, 1961. <i>Language</i> (Terj. I Soetikno) Chicago: Holt, Rinehart and Winston, Inc. 6. Bolinger, Dwight, 1969. <i>Aspects of Language</i>. New York: Harcourt, Brace & World, Inc. 7. De Saussure, Ferdinand. 1988 (Terj. Rahayu S. Hidayat) Yogyakarta: Gajah Mada University Press |


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| | | 8. Lyon, John. 1986, <i>Introduction to Theoretical Linguistics</i> . New York: cambridge University Press |
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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Indonesia Language | NAS6013 202 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 1 | July 18, 2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Group discussion and lecture, Problem Based Learning. | | | | |
| Type of Examination | | test and non-test | | | | |
| Module Coordination | | Dr. Nuryani, S.Pd., M.A. | | | | |
| Lecturer | | Dr. Nuryani, S.Pd., M.A. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-2 | Participate in the implementation of the life of the nation and state with an attitude of nationalism, respect for cultural diversity, advancing society, and responsibility in accordance with the mandate of Pancasila. | | | |
| | | PLO-1 | Demonstrate the attitude and behaviour of a pious, religious person, and uphold human values based on scientific, Islamic, and Indonesian values. | | | |
| | | PLO-3 | Mastering Islam, Pancasila, citizenship, globalisation, and the world of work as well as oral or written delivery skills using Indonesian, Arabic, English, or other foreign languages. | | | |

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| | PLO-7 | Able to collaborate in teams, demonstrate creative, innovative, critical thinking and problem-solving abilities in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. |
| | Course Learning Outcomes (CLO) | |
| | CLO-1 | Mastering national knowledge related to language and having knowledge in cultural aspects, Pancasila, and good and correct writing rules. |
| | CLO-2 | Mastering aspects of Islam that can be acculturated in various situations and conditions, so that they are not just knowledgeable, but civilised and of good character. |
| | CLO-3 | Mastering the basics of good and correct Indonesian language, so that it can be applied in writing scientific papers. |
| | CLO-4 | Able to apply critical, logical, creative, innovative and systematic thinking and have intellectual curiosity to solve problems at individual and group levels in academic and non-academic communities. |
| | Sub-CLO | |
| | Sub-CLO-1 | Able to study the implications of the development or implementation of science and technology related to linguistic rules. |
| | Sub-CLO-2 | Understand various technologies that facilitate writing activities, so that they are able to collaborate various materials with their knowledge. |
| | Sub-CLO-3 | Demonstrate information literacy skills developed with an Islamic basis, so as to produce work that can be accounted for. |
| | Sub-CLO-4 | Can interpret linguistic understanding to collaborate with the knowledge of the study programme and create work. |
| | Sub-CLO-5 | Able to work together with the team to determine the resolution of the problems faced logically and critically. |
| Brief Description of the Course | | This course teaches the scientific foundations of Indonesian language for scientific writing. In the Indonesian language course, there are aspects of Indonesianness, Islamicity, and Pancasila. In particular, the Indonesian language course interprets the linguistic rules that can be applied in writing scientific papers. The materials in it, such as: Speaking in Scientific Presentations, History and Development of Language, EYD, Diction, Sentences, Paragraphs, Scientific Ethics, Writing Popular Articles, Scientific Notations, and others. |
| Scientific Integration | | This course teaches students to have the ability to use spoken and written language in accordance with Indonesian language rules. In addition, students are able to implement the ability to speak well and correctly for science according to their respective study programmes. Good linguistic competence will make it easier for students to write |

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| | | texts that become outcomes in Indonesian language courses. The output implements writing and reading skills in language skills, namely publication in digital newspapers or national journals. |
| Research and Community Service Integration | | DIGITAL TECHNOLOGY UTILISATION: OPTIMISING INDONESIAN LANGUAGE LEARNING WITH A PROJECT-BASED LEARNING MODEL |
| Learning Materials | | <p>Required</p> <ol style="list-style-type: none"> 1. Speaking in Scientific Presentations 2. Language History and Development 3. Letter and Word Writing 4. Punctuation, Transliteration, and Absorption 5. Diction 6. Effective Sentence 7. Paragraphs 8. Scientific Ethics 9. Essay Planning 10. Popular Article Writing 11. Scientific Notation 12. Writing Production 13. Paper Reproduction |
| References | | <ol style="list-style-type: none"> 1. Arifin, E. Zainal dan S. Amran Tasai. Cermat Berbahasa Indonesia. Jakarta : Akademika Pressido, 2006 2. Akhadiyah, Sabarti dan Sakura Ridwan. Pembinaan Kemampuan Menulis bahasa Indonesia. Jakarta : Airlangga, 1993 3. Bahtiar, Ahmad dkk. Khazanah Bahasa: Memaknai Bahasa Indonesia dengan Baik dan Benar. Bogor: In Media, 2019. 4. Finoza, Lamuddin. Komposisi Bahasa Indonesia. Jakarta : Diksi Insan Mulia, 2001. 5. Gani, Ramlan A dan Mahmudah Fitriyah Z.A. Disiplin Berbahasa Indonesia. Jakarta : PTIK Press, 2010. 6. Hs., Widjono. Bahasa Indonesia. Jakarta : Grasindo, 2007. 7. Hudaa, Syihaabul. Estetika Bahasa: Mengapresiasi Bahasa Indonesia. Jakarta: Jejak Publisher, 2018. 8. Keraf, Gorys. Komposisi. Ende : Nusa Indah, 1993. 9. _____. Berbicara. Ende: Nusa Indah, 2000. |


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| | | <p>Suggestion</p> <p>10. Badudu, Yus. Ejaan Bahasa Indonesia. Bandung : Pustaka Prima, 1994.</p> <p>11. ----- Pelik-pelik Bahasa Indonesia. Bandung : Pustaka Prima, 1985</p> <p>12. Collin, James T. Bahasa Melayu Bahasa Dunia. Sejarah Singkat. Jakarta : Obor, 2005.</p> <p>13. Kridalaskana, Harimurti. Kamus Linguistik. Jakarta : PT Gramedia Pustaka Utama, 2001.</p> <p>14. Tim Penyusun. Kamus Besar Bahasa Indonesia. Jakarta : Pusat Bahasa, 2007</p> <p>15. Suyatno dan Asep Jihad. Betapa Mudah Menulis Karya Ilmiah. Yogyakarta: Eduka, 2009.</p> <p>16. Alek dan Ahmad. Bahasa Indonesia untuk Perguruan Tinggi. Jakarta: Erlangga, 2017</p> <p>17. Sutrisna, I Putu Gede. Konsep dan Aplikasi Bahasa Indonesia untuk Perguruan Tinggi. Yogyakarta: Andi, 2021</p> <p>18. Rahayu, Minto. Bahasa Indonesia di Perguruan Tinggi. Jakarta: Gramedia Pustaka Utama, 2007</p> <p>19. Putra, R. Masri Sareb Putra. Kiat Menghindari Plagiat. How to Avoid Plagiarisme. Jakarta : Indeks, 2011.</p> <p>Supporting</p> <p>20. Journal, digital newspaper</p> |
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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Listening Learning | FTK 6013101 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 1 | July 19, 2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | | | | | |
| Teaching 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 | | | | |


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| Type of Examination | Test and non-test | |
| Module Coordination | Dr. Elvi Susanti, M.Pd. | |
| Lecturer | Dr. Elvi Susanti, M.Pd. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, islamic, and indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |
| | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on islamic values and morals. |
| | PLO-7 | Able to develop the knowledge and professionalism of indonesian language and literature and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, islamic, and indonesian integration. |
| | CLO-041 | Able to apply education knowledge. |
| | CLO-042 | Able to apply Indonesian language science. |
| | CLO-043 | Able to apply the science of Indonesian literature. |
| | CLO-061 | Able to demonstrate collaboration in teamwork. |
| | CLO-062 | Able to show creative, innovative, critical thinking, and solutive in scientific development and task implementation |
| | CLO-072 | Able to become an independent and collaborative educator. |
| | CLO-073 | Able to be an educator who continuously learns |
| | Sub-CLO | |
| Brief Description of the Course | | This course takes place online and includes the basics of listening, non-official and official dialog, various situations listening, methods and media for learning listening, the nature and variety of listening to informative texts, critical listening, creative listening, exploratory listening, aesthetic listening: poetry; prose; and drama texts, non-scientific critical listening and scientific discourse, creative and exploratory listening, listening to discourse to solve problems. |

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| Scientific Integration | | This course has scientific and Islamic integration. the course of listening skills is in line with al-qur'an surat Al-Hujarat ayat 6. |
| Research and Community Service Integration | | Book: Keterampilan Menyimak. (Depok: Rajawali Pers). 2019. |
| Learning Materials | | <ol style="list-style-type: none"> 1. Fundamentals and levels of listening 2. Listening as a process 3. Capturing the content of the simulation 4. Listening to official and non-official conversations 5. Factors that influence listening 6. Various listening situations in the classroom and various school levels 7. Listening learning methods and media 8. The nature and variety of listening to informative texts 9. Aesthetic listening: poetry text 10. Aesthetic listening: prose and drama 11. Non-scientific critical listening and scientific discourse 12. Creative and exploratory listening 13. Listening to discourse to solve problems |
| References | | <p>Main:</p> <p>Arifin, Bustanul. Menyimak. Jakarta: UT, 2007.</p> <p>Hermawan, Herry. Menyimak (Keterampilan Berkomunikasi yang Terabaikan). Yogyakarta: Graha Ilmu, 2012.</p> <p>Kasurijanto, dkk. Strategi Belajar Mengajar Bahasa Indonesia. Surabaya: JPBSI IKIP Surabaya, 1989.</p> <p>Kuswandi, Engkus. Keterampilan Menyimak & Berbicara I. Jakarta: CV. Ipa Abong, 2008.</p> <p>Nurgiantoro, Burhan. Penilaian dalam Pengajaran Bahasa dan Sastra. Yogyakarta: BPFE, 1987.</p> <p>Susanti, Elvi. Keterampilan Menyimak. Depok: Rajawali Pers, 2019.</p> <p>Syamsuddin, A.R. Dari Ide Bacaan Simakan Menuju Menulis Efektif. Bandung: Bumi Siliwangi, 1994.</p> <p>Tarigan, Henry Guntur. Menyimak sebagai Suatu Keterampilan Berbahasa.</p> |

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| | | Bandung: Angkasa, 1987. |
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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| English Language | UIN 6014203 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 1 | July 19, 2024 |
| | | | Practice: | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | English | | | | |
| Teaching Methods | | Small Group Discussion, Role-Play & Simulation, Cooperative Learning. | | | | |
| Type of Examination | | Test and non-test | | | | |
| Module Coordination | | Ummi Kultsum, M. Pd, Ph.D. | | | | |
| Lecturer | | Ummi Kultsum, M. Pd, Ph.D. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-1 | Demonstrate the attitude and behaviour of a pious, religious person, and uphold human values based on scientific, Islamic and Indonesian values. | | | |
| | | PLO-03 | Mastering knowledge of Islam, Pancasila, citizenship, globalisation, and the world of work as well as oral or written delivery skills using Indonesian, Arabic, English, or other foreign languages. | | | |
| | | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. | | | |
| | | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. | | | |
| | | Course Learning Outcomes (CLO) | | | | |
| CLO-013 | | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration. | | | | |

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| | CLO-033 | Able to convey messages orally or in writing in Indonesian and or foreign languages. |
| | CLO-061 | Able to demonstrate collaboration in teamwork. |
| | CLO-062 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation. |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably. |
| | CLO-072 | Able to become an independent and collaborative educator. |
| | Sub-CLO | |
| | Sub-CLO 1 | - |
| Brief Description of the Course | | This course is designed for students of the international program and covers areas such as corrective exercises and a review of some points of English grammar and usage. The course foresees to train the skills that students will be prepared to continue their studies in the English program of the faculty. The overall focus will be on sharpening oral and written skills in English as the language of education. Presentation techniques and delivery skills are integrated into this course to facilitate the transition of Indonesian students to study abroad. |
| Scientific Integration | | The integration of science, Islam, and Indonesianness in English courses aims to produce students who have good English competence, but are still based on Islamic values and national identity. This creates graduates who are not only able to compete at the global level, but also have high social and spiritual awareness and are proud of Indonesian culture. |
| Research and Community Service Integration | | Journal: Assessing Students' Perception of a YouTube-Based English Learning Resource: A Quantitative Study at MAN 3 Tangerang |
| Learning Materials | | 1. Present Simple, Present Continuous, Past Simple 2. Reading, Vocabulary dan Speaking 3. Making Questions And Useful language for Ordering 4. Gerund 5. Degree of Comparison 6. Will/Shall as Offers and Suggestions, Present Simple as Future |
| References | | 1. Business Start Up 2 by: Mark Ibbotson – Bryan Stephens 2. Fundamental English Grammar by Betty S Azar |

|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
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| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATI ON CODE |
| Malay Literature History | FTK6013 130 | Compulsory | Theory: 3 ect | L=26.7, T=32, E=32 TOTAL=90.7 | 1 | July 18, 2024 |
| | | | Practice: | | | |
| | | | Amount: 3 ect | | | |
| Language Details | | Indonesia | | | | |
| Teaching Methods | | Cooperative Learning, Collaborative Learning, Project Based Learning, and other equivalent methods | | | | |
| Type of Examination | | Test and non-test | | | | |
| Module Coordination | | | | | | |
| Lecturer | | Jamal D. Rahman, M. Hum. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-2 | Participate in the implementation of the life of the nation and state with an attitude of nationalism, respecting cultural diversity, advancing society, and responsibility in accordance with the mandate of Pancasila. | | | |
| | | PLO-4 | Apply the knowledge of indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. | | | |
| | | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. | | | |
| | | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. | | | |
| | | Course Learning Outcomes (CLO) | | | | |
| | | CLO-023 | Able to show respect for cultural diversity | | | |

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| | CLO-043 | Able to apply the science of Indonesian literature |
| | CLO-044 | Able to apply the science of Indonesian language and literature education in schools and madrasas in accordance with the environment and the times |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum |
| | CLO-071 | Able to develop the science and professionalism of Indonesian language and literature sustainably |
| | Sub Course Learning Outcomes (SubCLO) | |
| Brief Description of the Course | | Able to master the understanding of the basic concepts of literary history and Indonesian Literary History through structured and independent activities to produce writings on the findings of the characteristics of various periodizations of Indonesian literary history along with the problems of literary life that will be presented. |
| Scientific Integration | | The general linguistics course has scientific and Islamic integration, namely many Malay literary works that illustrate Islamic teachings in the form of moral stories, religious poems, and hikayat that contain Islamic values. |
| Research and Community Service Integration | | - |
| Learning Materials | | <ol style="list-style-type: none"> 1. Pantun: Pengertian, macam-macamnya, ciri-cirinya, filosofi, dan contoh-contohnya. 2. Syair Hamzah Fansuri 3. Syair Perang Mengkasar 4. Syair Kerajaan Bima 5. Hikayat Amir Hamzah 6. Gurindam 12 dan Syair Raja Ali Haji 7. Syair Abdullah bin Abdul Kadir Munsyi |

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| | | <p>8. Syair Tan Ten Kie</p> <p>9. Syair Ken Tambuhan</p> <p>10. Hikayat Muhammad Hanafiyah</p> <p>11. Meringkas Sejarah Sastra Melayu</p> |
| References | | <p>1.Darma, Budi (ed). 2000. Modern Literature of Asean . Jakarta: Asean Committee on Culture and Information.</p> <p>2.Fang, Liaw Yock. 1991. Sejarah Kesusastraan Melayu Klasik. Jakarta: Erlangga.</p> <p>3.Hastuti, Sri. 1985. Ringkasan Sejarah Sastra Indonesia . Yogyakarta. Intan Pariwara.</p> <p>4.Jassin, H.B. 1985. Kesusastraan Indonesia Modern dalam Kritik dan Esei Jilid I, II, III . Jakarta: Gramedia.</p> <p>5.Rosidi, Ajib. 1988. Sejarah Sastra Indonesia . Jakarta: Bina Aksara.</p> <p>6.Subandiyah, Heny. 2014. Pengantar Sejarah Sastra Indonesia. Yogyakarta: CV. Pustaka Ilalang Group.</p> <p>7.Ahmad, Sabaruddin dan Moh Nuh Hr. 1954. Warnasari Prosa dan Puisi Indonesia . Medan: Pustaka Indonesia.</p> <p>8.Alisjahbana, Sutan Takdir. 1969. Kebangkitan Puisi Baru Indonesia . Jakarta: Dian Rakjat.</p> <p>9.Esten, Mursal. 1987. Kesusastraan. Pengantar Teori dan Sejarah . Bandung: Angkasa.</p> <p>10. Jassin, HB. 1959. Tifa Penyair dan Derahnya . Jakarta: Gunung Agung.</p> <p>11. Mahayana, Maman S, dkk. 1992. Ringkasan dan Ulasan Novel Indonesia Modern . Jakarta: Gramedia</p> <p>Widiasarana Indonesia.</p> <p>12. Sumadjo, Jakob. 1991. Pengantar Novel Indonesia . Bandung: PT Citra Aditya Sakti</p> <p>13. Suryadi, Linus (ed). 1987. Tonggak: Antologi Puisi Indonesia Modern Jilid I, II, III . Jakarta: Gramedia.</p> |

|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------|----------|----------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATI ON CODE |
| Pancasila and Citizenship Education | NAS 6112201 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 1 | July 19, 2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching 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. | | | | |
| Type of Examination | | Test and non-test | | | | |
| Module Coordination | | Johan Aristya Lesmana, M.Si.Han | | | | |
| Lecturer | | Johan Aristya Lesmana, M.Si.Han. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |



**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION
PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

**Document
Code**

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATI ON CODE |
|------------------------------|-----------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------|----------------------|
| Islamic Education Science | FTK | Compulsory | Theory: 4,5 ect | L=40, T=48, E=48 TOTAL=136 | 1 | July 18, 2024 |
| | 6011201 | | Practice: | | | |
| | Amount: 4,5 ect | | | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Cooperative Learning, Collaborative Learning, Project Based Learning, and other equivalent methods | | | | |
| Type of Examination | | Test and non-test | | | | |
| Module Coordination | | Drs. Mulyadi, M.Pd. | | | | |
| Lecturer | | Drs. Mulyadi, M.Pd. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-1 | Demonstrate the attitude and behaviour of a pious, religious person, and uphold human values based on scientific, Islamic and Indonesian values. | | | |
| | | PLO-3 | Mastering knowledge of Islam, Pancasila, citizenship, globalisation, and the world of work as well as oral or written delivery skills using Indonesian, Arabic, English, or other foreign languages. | | | |
| | | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. | | | |
| | | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. | | | |
| | | Course Learning Outcomes (CLO) | | | | |
| | | CLO-011 | Able to show pious attitudes and behaviour. | | | |
| | | CLO-012 | Able to internalise religious values | | | |
| | | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration. | | | |
| | | CLO-031 | Able to master the knowledge of Islam. | | | |

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| | CLO-063 | Able to carry out tasks based on moral and Islamic values. |
| | CLO-073 | Able to be an educator who continuously learns. |
| | Sub Course Learning Outcomes (SubCLO) | |
| | SubCLO-1 | |
| Brief Description of the Course | | The Islamic Education Science course not only provides the theoretical and philosophical basis of Islamic education, but also provides practical insights into how these principles can be applied in the context of contemporary education in Indonesia. |
| Scientific Integration | | This approach not only focuses on intellectual development, but also on character building based on Islamic teachings and in accordance with Indonesian local wisdom. |
| Research and Community Service Integration | | Journal: Paradigma dan Metode Pendidikan Anak dalam Perspektif Aliran Filsafat Rasionalisme, Empirisme, dan Islam |
| Learning Materials | | <ol style="list-style-type: none"> 1. Concept of Education 2. Fundamentals and principles of Islamic education 3. Basis of Islamic Education Science and Normative Principles of Islamic Education 4. Fitrah in Islamic Education 5. The Purpose of Islamic Education 6. Educators in Islamic perspective 7. Learners in Islamic perspective 8. Material as a component of the Education curriculum 9. Tools and methods of Islamic education 10. Environment and Islamic Education Institutions 11. Islamic Education and National Education in Indonesia 12. Problems of Islamic Education in Indonesia 13. Education Innovation in Indonesia |
| References | | <ol style="list-style-type: none"> 1. Abdul Mujib, Ilmu Pendidikan Islam, Jakarta: 2008 2. Abdul Rachman Shaleh, Pendidikan Agaa dan Pembangunan Watak Bangsa, Jakarta: PT. RajaGrafindo Persada, 2005 3. Abdullah Nasih Ulwan, Tarbiyatul Aulad fil Islam Jilid I-II, Semarang : Al Syifa, 1997 4. Abdur Rachman An Nahlawi, Pendidikan Islam di Rumah, Sekolah, dan Masyarakat, Jakarta: Gema Insani Pers, 1996 |

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| | | <p>5. Abuddin Nata, Filsafat Pendidikan Islam 1, Jakarta: PT. Logos Wacana Ilmu, 1997</p> <p>6. Abuddin Nata, Ilmu Pendidikan Islam, Jakarta: PT. Logos Wacana Ilmu, 1997</p> <p>7. Ahmad Tafsir, Ilmu Pendidikan dalam Perspektif Islam, Bandung: PT. Remaja Rosdakarya, Cet. Ke-2, 1994</p> <p>8. Amir Daien Indrakusuma, Pengantar Ilmu Pendidikan, Surabaya: Usaha Nasional, 1973</p> <p>9. Cece Wijaya dkk., Upaya Pembaharuan dalam Pendidikan dan Pengajaran, Bandung: PT. Remaja Rosdakarya, 1992</p> <p>10. E. Mulyasa, Menjadi Guru Profesional, Bandung: PT. Remaja Rosdakarya, 2006</p> <p>11. Fuad Ihsan, Dasar-dasar Kependidikan, Jakarta: PT. Rineka Cipta, Cet. Ke-2, 2001</p> <p>12. Hasan Abd. 'Al, Al Tarbiyah Al Islamiyah fi Qarni Ar Rabi' Al Hijry, Darul Fikr Al 'Araby, 1977</p> <p>13. Hasbullah, Dasar-dasar Ilmu Pendidikan, Jakarta: PT. RajaGrafindo Persada, 2001</p> <p>14. Hery Noer Aly, Ilmu Pendidikan Islam, Jakarta: PT. Logos Wacana Ilmu, 1999</p> <p>15. Husni Rahim, Madrasah dalam Politik Pendidikan di Indonesia, PT. Logos Wacana Ilmu, 2005</p> <p>16. Imam Tholkhah dan Ahmad Barizi, Membuka Jendela Pendidikan, Jakarta: Raja Grafindo Persada, 2004</p> <p>17. M. Arifin, Ilmu Pendidikan Islam: Suatu Tinjauan Teoritis dan Praktis Berdasarkan Pendekatan Interdisipliner, Jakarta: PT. Bumi Aksara, 2000, Cet. Ke-5</p> <p>18. Ngalim Purwanto, Ilmu Pendidikan Teoritis dan Praktis, Bandung: PT. Remaja Karya, 1985</p> <p>19. Madyo Eko Susilo dan RB. Kasihadi, Dasar-dasar pendidikan, Semarang: Effhan Publishing, 1988</p> <p>20. Mastuhu, Memberdayakan Sistem Pendidikan Islam, Jakarta: PT. Logos Wacana Ilmu, 1999</p> <p>21. Mudihardjo, Pengantar Pendidikan Sebuah Studi Awal Tentang Dasar-dasar Pendidikan pada Umumnya, Jakarta: Raja Grafindo Persada, 2002</p> <p>22. Muhaimin, Wacana Pengembangan Pendidikan Islam, Surabaya: PSAPM, 2004</p> <p>23. Nur Uhbiyati, Ilmu Pendidikan Islam, Bandung: Pustaka Setia, 2006</p> <p>24. Omar Muh. Al Toumy Al Saibany, Falsafah Pendidikan Islam, terj. Hasan Langgulung dari Falsafatut Tarbuyyah al Islamiyah, Jakarta: Bulan Bintang, 1979</p> <p>25. Ramayulis, Ilmu Pendidikan Islam, Jakarta: Kalam Mulia, 2002</p> <p>26. Roestiyah. NK, Masalah-masalah Ilmu Keguruan, Jakarta: PT. Bina Aksara, 1982</p> <p>27. Samsul Nizar, Dasar-dasar Pemikiran Pendidikan Islam, Jakarta: Ciputat Pers, 2006</p> <p>28. Sutari Imam Bernadib, Pengantar Pendidikan Sistematis, Yogyakarta: 1996</p> |
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| | | 29. Tim Dosen FIP IKIP Malang, Pengantar Dasar-dasar Kependidikan, Surabaya: Usaha Nasional, 1981 30. UU No. 20 tahun 2003 tentang Sisten Pendidikan Nasional 31. UU. No. 14 Tahun 2005 tentang Guru dan Dosen 32. Yunus Abu Bakar dkk., Profesi Keguruan, Paket 6-11, LAPIS PGMI, 2009 33. Zakiah Daradjat. Dkk. , Ilmu Pendidikan Islam, Jakarta: Bumi Aksara, 1996 |
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| | PLO-2 | Participate in the implementation of the life of the nation and state with an attitude of nationalism, respect for cultural diversity, advancing society, and responsibility in accordance with the mandate of Pancasila. |
| | PLO-3 | Mastering knowledge of Islam, Pancasila, citizenship, globalization, and the world of work as well as oral or written delivery skills using Indonesian, Arabic, English, or other foreign languages. |
| | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-021 | Able to play a role in the life of the nation and state |
| | CLO-022 | Able to show an attitude of nationalism |
| | CLO-023 | Able to show respect for cultural diversity |
| | CLO-024 | Able to show an attitude of advancing society with full responsibility according to the mandate of Pancasila |
| | CLO-032 | Able to master the knowledge of Pancasila and citizenship in the challenges of the world of work and globalization |
| | CLO-062 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation. |
| | CLO-063 | Able to carry out tasks based on moral and Islamic values |
| | CLO-072 | Able to become an independent and collaborative educator |
| | CLO-073 | Able to be an educator who continuously learns |
| | Sub-CLO | |

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| | | |
| Brief Description of the Course | | Able to master the understanding of the basic concepts of literary history and Indonesian Literary History through structured and independent activities to produce writings on the findings of the characteristics of various periodizations of Indonesian literary history along with the problems of literary life that will be presented. |
| Scientific Integration | | Scholarship, Islamicity and Indonesianness |
| Research and Community Service Integration | | Journal: Defense Strategy of Religious, Pancasila, and National Culture in Indonesian School and Indonesian Diaspora as Anti-Radicalism Efforts |
| Learning Materials | | |
| References | | <p>Primary Reference List:</p> <p>a. Kementerian Pendidikan dan Kebudayaan RI, Materi Ajar Mata Kuliah Pendidikan Pancasila, Direktorat Pembelajaran dan Kemahasiswaan Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2016.</p> <p>b. Kementerian Pendidikan dan Kebudayaan RI, Buku Ajar Mata Kuliah Wajib Umum Pendidikan Kewarganegaraan, Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Kementerian Riset Teknologi dan Pendidikan Tinggi, Republik Indonesia, 2016</p> <p>c. Ubaedillah dan Abd. Rozak, Pendidikan Kewarganegaraan: Demokrasi, Hak Asasi Manusia dan Masyarakat Madani. Jakarta: Prenada Media, 2015.</p> <p>d. Latif, Yudi, Wawasan Pancasila: Bintang Penuntun untuk Pembudayaan. Jakarta: Mizan, 2018, cet. ke-1.</p> <p>List of Supporting References:</p> <p>a. Abdul Aziz Wahab dan Sapriya. Pendidikan Kewarganegaraan. Alfabeta. 2011</p> <p>b. Abdullah, Rozali, Perkembangan HAM dan Keberadaan Peradilan di Indonesia, Jakarta: Ghalia Indonesia, 2002</p> <p>c. An-Naim, Abdullahi Ahmed, Dekonstruksi Syari'ah, Yogyakarta: LKiS, 2001</p> <p>d. Azra, Azyumardi, Menuju Masyarakat Madani, Bandung: PT. Remaja Rosdakarya, 1999 cet. ke-1</p> |

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| | | <p>e. Baehr, Peter (et.al), Instrumen Internasional Pokok Hak-Hak Asasi Manusia, Jakarta: Yayasan Obor Indonesia, 2001</p> <p>f. Bahar, Safroeddin, Konteks Kenegaraan Hak Asasi Manusia, Jakarta: Pustaka Sinar Harapan, 2002</p> <p>g. Buchori, Mochtar, Peranan Pendidikan dalam Pembentukan Pendidikan Budaya Politik di Indonesia, dalam buku Menggagas Paradigma Baru Pendidikan: Demokratisasi, Otonomi, Civil Society, Globalisasi, Kanisius, Yogyakarta, 2000</p> <p>h. Effendy, Bahtiar, Islam, Demokrasi dan HAM dalam Ahmad Suaedy, Pergulatan Pesantren dan Demokratisasi, Yogyakarta: 2000</p> <p>i. El Muhtaj, Majda, Hak Asasi Manusia dalam Konstitusi di Indonesia; dari UUD 1945 sampai dengan Amandemen UUD 1945 Tahun 2002, Jakarta, Prenada Media, 2005, edisi</p> <p>j. Hasbi, Artani, Musyawarah dan Demokrasi: Analisa Konseptual Aplikatif dalam Lintasan Sejarah Pemikiran Politik Islam, Jakarta: Gaya Media Pratama, 2001</p> <p>k. Hikam, Muhammad AS., Demokrasi dan Civil Society, Jakarta: LP3ES, 1999, cet.ke-2</p> <p>l. John Stone & Stephen Mennell, Alexis de Tocqueville tentang Revolusi, Demokrasi dan Masyarakat, Jakarta: Yayasan Obor Indonesia, 2005</p> <p>m. Kamil, Sukron, Islam dan Demokrasi: Telaah Konseptual dan Historis, Jakarta, Gaya Media Pratama, 2002</p> <p>n. Kaelan dan Achmad Zubaedi, Pendidikan Kewarganegaraan. Paradigma Yogyakarta. 2010</p> <p>o. Ketut Rindjin, Pendidikan Pancasila Untuk Perguruan Tinggi. CV Prima Grafika 2012</p> <p>p. Mahfud MD, Moh., Hukum dan Pilar-Pilar Demokrasi, Yogyakarta: Gema Media, 1999</p> <p>q. Rasyid, Muhammad Ryaas, Kajian Awal Birokrasi Pemerintahan dan Politik Orde Baru, Jakarta: Yayasan Watampone, 1997</p> <p>r. R. Wiyono, Pengadilan Hak Asasi Manusia di Indonesia, Jakarta: Prenada Media, 2006, cet. ke-1</p> <p>s. Shapiro, Ian, Evolusi Hak dalam Teori Liberal, Jakarta: Yayasan Obor Indonesia, 2006</p> <p>t. Sirry, Mun'im, Dilema Islam Dilema Demokrasi: Pengalaman Baru Muslim dalam Transisi Indonesia, Bekasi: Gugus Press, 2002</p> <p>u. Sorensen, Georg, Demokrasi dan Demokratisasi, Yogyakarta: Pustaka Pelajar, 2003</p> <p>v. Sularto, St., dan Amalia Paramita, Nilai Keindonesiaan: Tiada Bangsa Besar Tanpa</p> |
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| | | <p>Budaya Kokoh, Jakarta: PT. Kompas Media Nusantara, 2017, cet. ke-1.</p> <p>w. Syahrial Syarbaini, Pancasila Di Perguruan Tinggi. Galia Indonesia</p> <p>x. Usman, Widodo, dkk., (ed.) Membongkar Mitos Masyarakat Madani, Yogyakarta, Pustaka Pelajar, 2000 cet. ke-1.</p> <p>y. Wasitaatmadja, Fokky Fuad, Falsafah Pancasila: Epistemologi, Keislaman, Kebangsaan, Depok: Prenada Media Group, 2018,cet. ke-1.</p> |
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2nd Semester

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|  | <p>COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</p> | <p>Document Code</p> |
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| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|---------------------|---------------|------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Phonology | PBS43020 2 | Compulsory | Theory: 4.5 ects | L= 40, T= 48, E= 48 Total = 136 | 2 | 24-06-2024 |
| | | | Practice: 0 ects | | | |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Discussion, Lecturing, Problem Based Learning, Project Based Learning. | | | | |
| Type of Examination | | Test and Non-test | | | | |
| Module Coordination | | Neneng Nurjanah, M.Hum | | | | |
| Lecturer | | Neneng Nurjanah, M.Hum | | | | |

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| Course Requirements | To be able to take the Phonology course, students must have passed the General Linguistics course. | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values by implementing scientific, Islamic, and Indonesian integration. |

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| | CLO-042 | Able to apply Indonesian language knowledge. |
| | CLO-44 | Able to apply the science of Indonesian language and literature education in schools and madrasas in accordance with the environment and the times. |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner. |
| | Sub-CLO | |
| | Sub-CLO1 | - |
| Brief Description of the Course | | This course covers the position of phonology in the language system, the role of language in communication, the basic principles of phonetic studies, types of phonetics, how language sounds occur, classification of language sounds, suprasegmental elements, phonemics, the difference between phonetics and phonemics, phoneme analysis, phoneme structure, phoneme classification, phoneme distribution, phonological changes, Indonesian phonemes, Indonesian spelling. |
| Scientific Integration | | In the context of education, phonology can be studied through various scientific approaches, be it descriptive, historical, or theoretical. This knowledge helps students understand more about phonemes and allophones in various languages, including Indonesian and regional languages in Indonesian. |
| Research and Community Service Integration | | Erowati, Rosida dan Neneng Nurjanah. BIPA Learners' Pronunciation and Vocabulary Recognition in Speaking Proficiency Tests. Dialektika: Journal of Language, Literature, and Indonesian Language and Literature Education. |

Learning Materials

1. The position of phonology in the language system
2. Characteristics of language sounds, the role of language sounds, and sound systems in communication
3. Basic principles of phonetic studies and aspects of phonemic studies
4. Types of phonetics and aspects of phonetic studies
5. Acoustic phonetics
6. Auditory phonetics and features of auditory phonetics
7. Articulatory phonetics, how articulatory phonetics works, how language sounds occur
8. Phonemic concepts that include
 - a. difference between phonetics and phonemics
 - b. phonemes
 - c. phoneme structure
 - d. phonemic principles
 - e. phoneme analysis
 - f. phoneme classification
9. Phoneme distribution
10. Phonological change, aspects of phonological change, features of phonological change
11. Indonesian phonemes:
 - a. Segmental phoneme
 - b. Suprasegmental
 - c. Tribal
12. Phonemes and spelling
13. Phoneme analysis of some language data

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| References | | <ol style="list-style-type: none"> 1. Moeliono, Anton M. Tata Bahasa Baku Bahasa Indonesia. Jakarta: Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan . 2017 2. Chaer, Abdul. Fonologi Bahasa Indonesia. Jakarta: Rineka Cipta. 2009 3. Chaer, Abdul. Linguistik Umum. Jakarta: Rineka Cipta. 2007 4. Kentjono, Djoko. Dasar-Dasar Linguistik Umum. Jakarta: Fakultas Sastra Indonesia. 1994 5. Marsono. Fonetik. Yogyakarta: Gajah Mada University Press. 2013 6. Soeparno. Dasar-Dasar Linguistik Umum. Yogyakarta: Tiara Wacana. 2002 7. Verhaar, J.W.M. Asas-Asas Linguistik Umum. Yogyakarta: Gajah Mada University Press. 2016. |
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| <div>  <div> <div>COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE</div> <div>EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF</div> <div>HIDAYATULLAH JAKARTA</div> </div> <div>Document Code</div> </div> | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|---------------------|-------------------------------------|----------|------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Arabian Language | BHS 6003 | Compulasory | Theory: 3 ects. | L= 40, T= 48, E= 48 Total = 136 | 2 | July 23, 2024 |
| | | | Practice: 1.5 ects. | | | |

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| | | | Total: 4.5 ects. | | | |
| Language Details | | Arabic | | | | |
| Teaching 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. | | | | |
| Type of Examination | | Tes and Non-tes | | | | |
| Module Coordination | | Muhamad Fahri, M.Pd. | | | | |
| Lecturer | | Muhamad Fahri, M.Pd. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-1 | Showing the attitude and behavior of a pious, religious person who upholds humanitarian values based on the principles of science, Islam, and Indonesian culture. | | | |

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| | PLO-3 | Mastering knowledge about Islam, Pancasila, citizenship, globalization, and the world of work, as well as skills in oral or written communication using Indonesian, Arabic, English, or other foreign languages. |
| | PLO-6 | Participating in the implementation of national and state life with a sense of nationalism, respecting cultural diversity, advancing society, and responsibility in accordance with the mandate of Pancasila. |
| | PLO-7 | Able to develop the science and profession of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a lifelong learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold the values of humanity through the implementation of the integration of science, Islam, and Indonesian culture. |
| | CLO-033 | Able to convey messages orally or in writing in Indonesian and/or foreign languages. |
| | CLO-061 | Able to demonstrate collaboration in teamwork. |
| | CLO-072 | Able to become an independent and collaborative educator. |


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| | Sub-CLO | |
| | Sub-CLO1 | - |
| Brief Description of the Course | | The course is a distinguishing course of the university where the main output is that students can understand and use Arabic in the form of familiar daily expressions and can use and understand very simple and basic phrases aimed at specific needs; Students can introduce themselves and others and can ask and answer detailed questions about their personal details such as place of residence, people they know, and other things they possess; Students can interact simply as long as the interlocutor speaks slowly and clearly to them. (A1-CEFR). |
| Scientific Integration | | Arabic is the language used in the holy book of the Qur'an and the hadith of the Prophet Muhammad (PBUH), so mastering this language is one way to delve deeper into Islamic teachings directly. The Arabic language course allows students to understand the meanings of religious texts more profoundly, without relying on translations that can sometimes affect comprehension. |
| Research and Community Service Integration | | Farisha, Muhamad Fahri, dan Rifqi Aunurrofi Al-Ghifari. 2023. Analysis of Research Trends in Arabic Language Education Using A Bibliometric Approach in Indonesian National Journals. Lughawiyah: Journal of Arabic Education and Linguistics. Vol. 5 No. 2. |

Learning Materials

Yes (attached are the lecturers' research studies used as study materials for this course in the bibliography)
(Pre) Pretes & Characteristics of B. Arab (Arabic Letters, Vocal, dan Pronunciation)

1. التَّعَارُفُ بِالدُّنُفُسِ
2. الْأُسْدَرَةُ وَالْعَاذِلَةُ
3. الْأَقَارِبُ وَالْأُحْبَابُ
4. سَكَنُ َ ا َ BA ِ الْأُشْدُطَةُ
5. اِمْعَةُ H َ ا َ BA ِ الْأُشْدُطَةُ
6. الْأَطْعَامُ وَالشَّرْبَا
7. وَاصْدَلَاتُ وَالْوَسَائِلُ الْعَامَّةُ َ ا َ وَسَائِلُ ا َ ا َ
8. دَيْنَةُ ِ ا َ ا َ Q َ الْقُرْ
9. ن َ ا َ الْأَعْمَالُ وَ ا َ ا َ
10. يَّةُ الرِّسَالَةِ الْعَارِ ا َ
11. التَّعَالِيمُ وَالْإِسْلَامُ
12. ا َ ا َ BA ِ دُن َ ا َ

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|-------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| References | | <ol style="list-style-type: none">1. Ali bin Majid Ali Syaridah and Nasif bin Abdillah bin Ghali (2010). Al-‘Arabiyyah li Al-‘Alam. King Saud University, Riyadh.2. Hezi Brosh and Lutfi Mansur (2013). Arabic Stories for Language Learners. Tuttle Publishing, Tokyo-Rutland, Vermont-Singapore.3. Imran Hamza Alawiye (2001). Gateway to Arabic. Anglo-Arabic Graphics.4. Karin C. Ryding and David J. Mehall (2005). Formal Spoken Arabic. Georgetown University Press, Washington, D.C.5. Luma Abdul Hameed, Hanadi Al Amleh, and Shoua Fakhouri (2020). Arabic as a First Language Workbook. In program Cambridge IGCSE®. Cambridge University Press, UK.6. Mohammad T. Alhawary (2016). Arabic Grammar in Context. Routledge Taylor & Francis Group, London and New York.7. Muhbib Abdul Wahab (2014). Asasiyat fi al-Qawaid wa al-Tarjamah al-‘Arabiyyah al-Indunisiyyah. Markaz al- Lughaat, UIN Syarif Hidayatullah Jakarta.8. Samia Louis (2010). Lughatuna al-Fusha; A New Course in Modern Standard Arabic. The American University in Cairo Press. Cairo-Egypt.9. Shane Dixon (2016). 100 TESOL Activities for Teachers. Wayzgoose Press.10. Syed Ali (2008). Arabic for Beginners. Hippocrene Books, Inc. New York |
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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------|----------------------------------------|----------|---------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Morphology | FTK6013118 | Compulasory | Theory: 4.5 ects | L= 40, T= 48, E= 48 Total = 136 | 2 | July 10, 2024 |
| | | | Practics: 0 ects | | | |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesian | | | | |

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| Teaching Methods | <i>Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.</i> | |
| Type of Examination | Tes and non tes | |
| Module Coordination | Dr. Mohammad Shiddiq, M.Si., M.Pd. | |
| Lecturer | Dr. Mohammad Shiddiq, M.Si., M.Pd. | |
| Course Requirements | To be able to take this course, students must pass the Linguistics course. | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Showing the attitude and behavior of a pious, religious person who upholds the values of humanity based on the principles of science, Islam, and Indonesian culture. |
| | PLO-4 | Applying the sciences of education, linguistics, and Indonesian literature in the learning process at schools, madrasas, and other institutions in accordance with the environment and the times. |

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| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and/or implementing science and technology that considers and applies humanistic values appropriate to the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the science and profession of Indonesian language and literature in a sustainable, independent, and collective manner in order to realize oneself as a true educator who is a lifelong learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold the values of humanity through the implementation of the integration of science, Islam, and Indonesian culture. |
| | CLO-042 | Able to apply the knowledge of the Indonesian language |
| | CLO-044 | Able to apply the knowledge of Indonesian language and literature education in schools and madrasahs according to the environment and the times. |

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| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Mampu mengembangkan keilmuan dan keprofesian bahasa dan sastra Indonesia secara berkelanjutan |
| | Sub-CLO | |
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| Brief Description of the Course | | In this course, the morphology of the Indonesian language is studied, including basic concepts of morphology (morpheme, morpheme, morphophonemic, morpheme forms, morphological processes, morphological analysis), new phenomena in Indonesian word formation, and the functional relationship between the substance of linguistics and Indonesian literature through classroom meetings, online activities, and field research to produce linguistic analysis/studies and language research products to be presented in class discussions and serve as alternative reference sources for future research. |
| Scientific Integration | | In linguistic studies, morphology is a branch of science that studies the structure of words and how words are formed, both in terms of morphemes (the smallest units of meaning) and the processes of word formation (such as affixation, reduplication, composition, and so on). The field of morphology focuses on the analysis of word forms and how those words function in sentences. |

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| Research and Community Service Integration | | Jaournal: Mahmudah Fitriyah ZA, Mohammad Siddiq, Olga V. Dekhnich, REPRESENTASI SERAPAN BAHASA PORTUGIS SEBAGAI PEMERKAYA KOSAKATA BAHASA INDONESIA, 10 (1), 2009. |
| Learning Materials | | <ol style="list-style-type: none">1. Scope of morphology2. Basic concepts of morphology3. Forms of morphemes4. Types of morphemes5. Distribution of morphemes6. Morphological processes7. ReduplicationReduplication8. Composition9. Carries a morpheme10. Morpheme function |


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| | | <div>11. Word formation</div> <div>12. Inflectional and derivational forms</div> |
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References

Utama:

1. Alwi, Hasan, dkk. 2010. Tata Bahasa Baku Bahasa Indonesia . Jakarta: Balai Pustaka.
2. Booij, G.2005. The Grammar of Words . Oxford: Oxford University Press.
3. Chaer, Abdul. 2008. Morfologi Bahasa Indonesia : Pendekatan Proses . Jakarta: Rineka Cipta.
4. Marsono. 2011. Morfologi Bahasa Indonesia dan Nusantara . Yogyakarta: Gadjah Mada University Press.
5. Mulyono. 1997. Morfologi: Studi Struktur Kata . Surabaya: University Press IKIP Surabaya.
6. Muslich, Masnur. 2008. Tata Bentuk Bahasa Indonesia: Kajian ke Arah Tata Bahasa Deskriptif. Jakarta: Bumi Aksara.
7. Pusat Bahasa. 2006. Buku Praktis Bahasa Indonesia 1 . Jakarta: Pusat Bahasa.
8. Pusat Bahasa. 2006. Buku Praktis Bahasa Indonesia 2 . Jakarta: Pusat Bahasa.
9. Putrayasa, Ida Bagus. 2008. Kajian Morfologi (Bentuk Derivasional dan Infleksional). Bandung: Rafika Aditama.
10. Ramlan, M. 1987. Morfologi: Suatu Tinjauan Deskriptif. Yogyakarta: UP Karyono.
11. Samsuri. 1981. Analisis Bahasa. Jakarta: Erlangga.
12. Sutawijaya, Alam. dkk.1997. Morfologi Bahasa Indonesia. Jakarta: Depdikbud.

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| | | <p>Pendukung</p> <p>Buku-buku morfologi.</p> |
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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Philosophy and The Science of Education | FITK60111 11 | Compulasory | Theory: 3 ects | L= 26.7 T = 32 E = 32 Total = 90.7 | 2 | 10-07-2024 |
| | | | Practics: 0 ects | | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching 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. | | | | |

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| Type of Examination | Test and non test | |
| Module Coordination | Dr. Muhammad Dahlan, S. Ag., M.Hum. | |
| Lecturer | Dr. Muhammad Dahlan, S. Ag., M.Hum. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Showing the attitude and behavior of a pious, religious person who upholds humanitarian values based on the principles of science, Islam, and Indonesian culture. |
| | PLO-4 | Applying the sciences of education, linguistics, and Indonesian literature in the learning process at schools, madrasas, and other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and/or implementing science and technology that considers and applies humanistic values appropriate to the field of Indonesian language and literature learning. |

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| | PLO-7 | Able to develop the science and profession of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a lifelong learner |
| | Course Learning Outcomes (CLO) | |
| | CLO-011 | Able to demonstrate pious attitudes and behaviors |
| | CLO-013 | Able to uphold the values of humanity through the implementation of the integration of science, Islam, and Indonesian culture. |
| | CLO-041 | Able to apply educational science |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-073 | Able to be an educator who continuously keeps learning |

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| | Sub-CLO | |
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| Brief Description of the Course | | This course is a mandatory course with a weight of 2 credits. With this course, students are expected to have the ability to understand philosophical thoughts about education, possess broad insights, and have thinking skills regarding education, and also be able to help formulate conceptual thoughts in the field of education. |
| Scientific Integration | | Science refers to the mastery of knowledge that is objective, systematic, and based on scientific methods. In the context of Philosophy and Educational Science, scientific integration means combining various branches of knowledge including social sciences, humanities, and natural sciences to build a comprehensive understanding of education. The scientific approach here is intended to provide solutions to various existing educational problems, such as improving the quality of education, equalizing access, and character building for students. |
| Research and Community Service Integration | | |

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| Learning Materials | | <ol style="list-style-type: none"> 1. General philosophy (Western philosophers) 2. Philosophy of science (bayani, burhani, ifani) 3. Islamic philosophy (Muslim philosophers) 4. Philosophy of education 5. Philosophy of Islamic education 6. Introduction to Islamic philosophy of education |
| References | | <p>Utama:</p> <ol style="list-style-type: none"> 1. Abdullah&Jalaluddin. 2007. Filsafat Pendidikan: Manusia, Filsafat dan Pendidikan. Yogyakarta: Ar-Ruzz Media. 2. Gie, The Liang. 2004. Pengantar Filsafat Ilmu. Yogyakarta: Liberty Yogyakarta 3. Oneil, William. 2004. Ideologi-Ideologi Pendidikan. Yogyakarta: Pustaka Pelajar Supporters 4. Amr Abdalla, dkk. 2006. Improving the Quality of Islamic Education in Developing Countries: Innovative Approaches. Washington DC: Creative Associates International, Inc. pp 1-7; 8-17; 40-47;48-56 <p>Pendukung</p> <ol style="list-style-type: none"> 1. Paulo Freire. 1996. Pendidikan Kaum Tertindas. Jakarta: LP3ES 2. Sutrisno, Slamet. 2006. Filsafat dan Ideologi Pancasila. Yogyakarta: Cv. Andi Offset |

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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|-------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|------------------|
| Theory of Literature | FTK 6013105 | Compulsory | Theory: 4.5 credits | L= 40, T= 48, E= 48 Total = 136 | 2 | 10-07-2024 |
| | | | Practice: 0 credits | | | |
| | | | Total: 4.5 credits | | | |
| Language Details | | Indonesian | | | | |
| Teaching 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. | | | | |
| Type of Examination | | Test and Non-Test | | | | |

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| Module Coordination | Indah Fadhillah, S.S., M.Hum. | |
| Lecturer | Indah Fadhillah, S.S., M.Hum. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |

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| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values by implementing scientific, Islamic, and Indonesian integration. |
| | CLO-043 | Able to apply the science of Indonesian literature. |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner. |
| | Sub-CLO | |

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| | Sub-CLO 1 | - |
| Brief Description of the Course | | This course encourages students to be able to develop learning designs by utilizing the concepts of literary theory through class meetings, analysis/study, discussion of literary works and simulations in order to produce simple articles/materials to be presented both in class discussions and major exhibitions/shows. |
| Scientific Integration | | The integration of scientific knowledge and Indonesian context in a literary theory course involves applying global literary theories to the specific cultural and historical realities of Indonesia. This approach allows students to analyze Indonesian literary works through universal frameworks, while considering local elements such as language, oral traditions, and post-colonial narratives. By bridging global theories with Indonesia's literary heritage, students gain a deeper, more contextualized understanding of both the theoretical and cultural dimensions of literature. |
| Research and Community Service Integration | | Journal: Representation of Javanese Women in the Novel Bumi Manusia and Pengakuan Pariyem |

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| Learning Materials | | <ol style="list-style-type: none">1. The Nature of Literary Theory2. Structural Literary Theory3. Literary Theory in the Context of Philosophy4. Literary Theory in the Context of Psychology5. Literary Theory in the Context of Sociology6. Literary Theory in Relation to Anthropology7. Literary Theory in Relation to Religion/Religion8. Comparative Literature9. Interdisciplinary Literary Studies |
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| References | <p data-bbox="907 309 1011 339">Utama:</p> <ol data-bbox="907 379 2267 1189" style="list-style-type: none"><li data-bbox="907 379 2163 451">1. Abrams, M.H. 1999 (seventh edition). A Glossary of Literary Terms. United States of America: Heinle&Heinle.<li data-bbox="907 491 1883 521">2. Fokkema, DW. 1998. Teori Sastra Abad Kedua Puluh. Jakarta: Gramedia.<li data-bbox="907 561 2163 633">3. Luxemburg, Jan Van, dkk. 1987. Tentang Sastra (diterjemahkan oleh Akhadiati Ikram). Jakarta: Intermasa.<li data-bbox="907 673 2222 745">4. Luxemburg, Jan Van, dkk. 1992. Pengantar Ilmu Sastra (diterjemahkan oleh Dick Hartoko). Jakarta: Gramedia.<li data-bbox="907 785 2267 857">5. Pradopo, Rachmat Djoko. 2005. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar<li data-bbox="907 896 2217 927">6. Teeuw, A. 1988 (Cetakan ke-2). Sastra dan Ilmu Sastra . Jakarta: Pustaka Jaya dan Gimukti Pusaka.<li data-bbox="907 967 2212 1038">7. Wellek, Rene dan Austin Warren. 1995. (Cet. Ke-4). Teori Kesusastraan . Jakarta: Gramedia. Buku Kumpulan Puisi Buku Kumpulan Cerpen<li data-bbox="907 1078 1634 1109">8. Darma, B. (2000). Teori Sastra. Jakarta: Pusat Bahasa.<li data-bbox="907 1149 1604 1179">9. Ahmadi, A. (2023). Teori Sastra. Surabaya: Delima. <p data-bbox="907 1219 1066 1249">Pendukung</p> <ol data-bbox="907 1289 1422 1319" style="list-style-type: none"><li data-bbox="907 1289 1422 1319">1. https://sinta.kemdikbud.go.id/journals |
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| | | <p>2. https://scholar.google.com/citations?user=sMyOM9gAAAAJ&hl=en</p> <p>3. https://ebook.twintomedia.com/</p> |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|-------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Theory of Literature | FTK 6013105 | Compulsory | Theory: 4.5 credits | L= 40, T= 48, E= 48 Total = 136 | 2 | 10-07-2024 |
| | | | Practice: 0 credits | | | |
| | | | Total: 4.5 credits | | | |
| Language Details | | Indonesian | | | | |
| Teaching 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. | | | | |

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| Type of Examination | Test and Non-Test | |
| Module Coordination | Indah Fadhilla, S.S., M.Hum. | |
| Lecturer | Indah Fadhilla, S.S., M.Hum. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays |

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| | | attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values by implementing scientific, Islamic, and Indonesian integration. |
| | CLO-043 | Able to apply the science of Indonesian literature. |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner. |

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| | Sub-CLO | |
| | Sub-CLO 1 | - |
| Brief Description of the Course | | This course encourages students to be able to develop learning designs by utilizing the concepts of literary theory through class meetings, analysis/study, discussion of literary works and simulations in order to produce simple articles/materials to be presented both in class discussions and major exhibitions/shows. |
| Scientific Integration | | The integration of scientific knowledge and Indonesian context in a literary theory course involves applying global literary theories to the specific cultural and historical realities of Indonesia. This approach allows students to analyze Indonesian literary works through universal frameworks, while considering local elements such as language, oral traditions, and post-colonial narratives. By bridging global theories with Indonesia's literary heritage, students gain a deeper, more contextualized understanding of both the theoretical and cultural dimensions of literature. |
| Research and Community Service Integration | | Journal: Representation of Javanese Women in the Novel Bumi Manusia and Pengakuan Pariyem |

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|---------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Materials | | <ol style="list-style-type: none">1. The Nature of Literary Theory2. Structural Literary Theory3. Literary Theory in the Context of Philosophy4. Literary Theory in the Context of Psychology5. Literary Theory in the Context of Sociology6. Literary Theory in Relation to Anthropology7. Literary Theory in Relation to Religion/Religion8. Comparative Literature9. Interdisciplinary Literary Studies |
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| References | <p data-bbox="907 309 1011 339">Utama:</p> <ol data-bbox="907 379 2267 1193" style="list-style-type: none"><li data-bbox="907 379 2163 451">1. Abrams, M.H. 1999 (seventh edition). A Glossary of Literary Terms. United States of America: Heinle&Heinle.<li data-bbox="907 491 1883 521">2. Fokkema, DW. 1998. Teori Sastra Abad Kedua Puluh. Jakarta: Gramedia.<li data-bbox="907 561 2163 633">3. Luxemburg, Jan Van, dkk. 1987. Tentang Sastra (diterjemahkan oleh Akhadiati Ikram). Jakarta: Intermasa.<li data-bbox="907 673 2222 745">4. Luxemburg, Jan Van, dkk. 1992. Pengantar Ilmu Sastra (diterjemahkan oleh Dick Hartoko). Jakarta: Gramedia.<li data-bbox="907 785 2267 857">5. Pradopo, Rachmat Djoko. 2005. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar<li data-bbox="907 896 2217 927">6. Teeuw, A. 1988 (Cetakan ke-2). Sastra dan Ilmu Sastra . Jakarta: Pustaka Jaya dan Gimukti Pusaka.<li data-bbox="907 967 2212 1038">7. Wellek, Rene dan Austin Warren. 1995. (Cet. Ke-4). Teori Kesusastraan . Jakarta: Gramedia. Buku Kumpulan Puisi Buku Kumpulan Cerpen<li data-bbox="907 1078 1634 1109">8. Darma, B. (2000). Teori Sastra. Jakarta: Pusat Bahasa.<li data-bbox="907 1149 1604 1179">9. Ahmadi, A. (2023). Teori Sastra. Surabaya: Delima. <p data-bbox="907 1219 1064 1249">Pendukung</p> <ol data-bbox="907 1289 1422 1319" style="list-style-type: none"><li data-bbox="907 1289 1422 1319">1. https://sinta.kemdikbud.go.id/journals |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|--------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| History of Modern Indonesian Literature | BHS 2081 | Compulsory | Theory: 4.5 credits | L= 40, T= 48, E= 48 Total = 136 | 2 | 23-07-2024 |
| | | | Practice: 0 credits | | | |
| | | | Total: 4.5 credits | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning. | | | | |

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| Type of Examination | The final mark will be weighted as follows: 1. Final-Term Examination : Essay 30% 2. Mid-Term Examination : Essay 30% 3. Class Activities : Quiz, Homework, etc. 40% | |
| Module Coordination | Atiqotul Fitriyah, S.Pd., M.Hum. | |
| Lecturer | Atiqotul Fitriyah, S.Pd., M.Hum. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-2 | Participate in the implementation of the life of the nation and state with an attitude of nationalism, respect for cultural diversity, advancing society, and responsibility in accordance with the mandate of Pancasila. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |

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| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-023 | Able to show respect for cultural diversity. |
| | CLO-043 | Able to apply the knowledge of Indonesian literature. |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner |

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| | Sub-CLO | |
| | Sub-CLO 1 | Student Able to examine the implications of the development or implementation of science and technology related to the history of Indonesian literature |
| | Sub-CLO 2 | Student able to understand various technologies that facilitate writing activities and understanding the history of modern Indonesian literature, so as to be able to collaborate various materials with the knowledge possessed |
| | Sub-CLO 3 | Student able to demonstrate information literacy skills developed with an Islamic basis, so as to be able to produce work that can be accounted for. |
| | Sub-CLO 4 | Student able to interpret linguistic understanding to collaborate with the science of the study program and create work |
| | Sub-CLO 5 | Student able to work together with a team to determine the resolution of problems faced logically and critically. |

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| Brief Description of the Course | | This course covers the development of Indonesian literature since its inception which includes the definition of literary history, the birth of Indonesian literature, the characteristics of the Indonesian literary period, the principal and figures of Indonesian literature covering the periods Before Independence, Post-Independence, New Order and Reformation, the problematic history of literary development, and the learning of literary history in schools. |
| Scientific Integration | | This course teaches students to have the ability to understand the history of literature and the birth of Indonesian literature as well as the development and characteristics of each literary period in Indonesia. In addition, students are able to implement knowledge of the history of literature and the birth of Indonesian literature as well as the development and character of each literary period in Indonesia for science according to their respective abilities and devotion. Students are able to manage the learning of Indonesian Literature History with an open, critical, and professional attitude. |
| Research and Community Service Integration | | Students have an understanding of the development of Indonesian literary history which includes prominent figures, works and events in each period from birth to contemporary, problematic, and learning Indonesian literary history in schools. |

Learning Materials

1. The Concept of Literary History
2. The Birth of Indonesian Literature
3. Characteristics of The Indonesian Literary Period
4. Indonesian Literature In The Period Before Independence (1900 - 1945).
5. Indonesian Literature of The Post-Independence Period (1945 - 1966).
6. Characteristics and Important Events of Indonesian Literature In The New Order Period (1966 - 1998).
7. The Characteristics and Important Events Of Indonesian Literature In The Reformation Period (1998 - Present).
8. Topics And Figures Of Indonesian Literature In The Pre-Independence Period.
9. Topics And Figures Of Indonesian Literature In The Post-Independence Period.
10. Themes And Characters Of Indonesian Literature In The New Order Period.
11. Subjects And Figures Of Indonesian Literature In The Reformation To Contemporary Period.
12. Problems In Writing The History Of Indonesian Literature.
13. Problems Of Teaching Indonesian Literary History In Schools.

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1. Eneste, Pamusuk. *Ikhtisar Kesusastraan Modern Indonesia*. Jakarta : Djambatan. 1988.
2. Erowati, Rosida dan Ahmad Bahtiar. *Sejarah Sastra Indonesia*. Jakarta : UIN Press. 2011.
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4. Mahayana, Maman S. *99 Jawaban Sastra Indonesia*. Jakarta Bening. 2005
5. ----- *Ekstrinsikalitas Sastra Indonesia*. Jakarta : Raja Grafindo Persada. 2007.
6. Pradopo, Rahmat Djojo Pradopo. *Beberapa Teori Sastra, Metode Kritik, dan Penerapan*. Yogyakarta : Pustaka Pelajar. 2008
7. Rosidi, Ajip. *Ihtisar Sejarah Sastra Indonesia*. Bandung : Bina Aksara. 1988
8. ----- *Kapankah Kesusastraan Indonesia Lahir*. Jakarta : CV Mas Agung. 1988
9. ----- *Masalah Angkatan dan Periodisasi Sedjarah Sastra Indonesia*. Bandung : Pustaka Jaya. 1970.
10. Widjoyo dan Endang Hidayat. *Teori dan Sejarah Sastra Indonesia*. Bandung : UPI Press. 2006.
11. ZF., Zulfahnur dan Sayuti Kurnia. *Sejarah Sastra*. Jakarta : Penerbit Universitas Terbuka. 2007.



**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|----------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Speaking Learning | FTK 6013102 | Compulsory | Theory: 6 ects | L=53.3, T=64, E=64 Total = 181.3 | 2 | 23-07-2024 |
| | | | Practice: 0 ects | | | |
| | | | Total: 6 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Role Play & Simulation, Discovery Learning, Independent Learning, Co-operative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods. | | | | |

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| Type of Examination | Test and Non-Test | |
| Module Coordination | Dr. Elvi Susanti, M.Pd. | |
| Lecturer | Dr. Elvi Susanti, M.Pd. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitude and behaviour of a pious, religious person, and uphold human values based on scientific, Islamic and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |
| | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. |

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| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values by implementing scientific, Islamic, and Indonesian integration. |
| | CLO-042 | Able to apply Indonesian language science. |
| | CLO-044 | Able to apply the knowledge of Indonesian language and literature education in schools and madrasah in accordance with the environment and the times. |
| | CLO-061 | Able to demonstrate collaboration in teamwork |

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| | Sub-CLO | |
| | Sub-CLO-061 | - |
| Brief Description of the Course | | This course covers the nature of speaking, basic speaking skills, improving speaking skills, and strategies for improving speaking skills, including: speaking in monologue/storytelling activities, speaking in dialogue/drama activities, speaking in interview activities, speaking in speech activities, speaking in scouting activities, speaking in discussion activities, speaking in seminars/symposiums, and speaking in scientific activities; practice and assessment. |
| Scientific Integration | | The course of learning to speak is related to linguistics and communication science, and the explanation of polite speaking is also explained in the Qur'an in Surah An-Nahl (16:125), where Allah says, 'Invite (people) to the way of your Lord with wisdom and good lessons and help them in a good way'. Six types of speech ethics mentioned in the Qur'an using the term Qaulan are Qaulan Sadida, Qaulan Ma'rufa, Qaulan Layyina, Qaulan Baligha, Qaulan Karima, and Qaulan Maisura. |
| Research and Community Service Integration | | Journal of Indonesian Language And Literature: The Use Of Youtube Bukataalks As A Medium For Speaking Skills Of Sman 1 Kalibunder Sukabumi Students |

Learning Materials

- 1. The nature of speaking & basic speaking skills
- 2. Discussion
- 3. Improvement of speaking skills
- 4. Public speaking skills
- 5. Speaking in webinars
- 6. Seminars/symposiums.
- 7. Poetry
- 8. Speech
- 9. Debate
- 10. Monologue/tale
- 11. Dialogue/drama
- 12. Interview
- 13. Guidance
- 14. Scientific activities; practice, and assessment

References

Utama:

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2. Al Quro, Abu Izzah. 2009. *Materi Praktis Menjadi MC dan Pidato Handal*. Surakarta: Pustaka Mandiri.
3. Arsjad, Maidar G, dan Mukti US. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga, 1998.
4. Keraf, Gorys. 2007. *Argumentasi dan Narasi (Komposisi Lanjutan III)*. Jakarta: PT Gramedia Pustaka Utama.
5. King, Larry. 2016. *Seni Berbicara (kepada siapa saja, kapan saja, di mana saja)*. Jakarta: PT Gramedia Pustaka Utama.
6. Parera, Jos Daniel. 1984. *Belajar Mengemukakan Pendapat*. Jakarta: Erlangga.
7. Sirait, Charles Bonar. 2008. *The Power of Public Speaking (Kiat Sukses Berbicara di Depan Publik)*. Jakarta: PT Gramedia Pustaka Utama.
8. Sirait, Charles Bonar & Friends. 2013. *Public Speaking for Teacher (Kiat Sukses Pendidik Berkomunikasi dengan Publik)*. Jakarta: Grasindo.
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| | | <p>11. -----, <i>Keterampilan Berbicara (Cetakan ke-2)</i>. Depok: Rajawali Pers, 2020.</p> <p>12. Tarigan, Henry Guntur. <i>Berbicara sebagai Suatu keterampilan Berbahasa</i>. Bandung: Angkasa, 1983.</p> <p>Pendukung</p> <p>1. Abernathy, Rob & Mark Reardon. 2009. <i>25 Kiat Dahsyat Menjadi Pembicara Hebat</i>. Bandung: PT Mizan Pustaka.</p> <p>2. Dibia, Ketut & Putu Mas Dewantara. 2017. <i>Bahasa Indonesia untuk Perguruan Tinggi</i>. Depok: Rajawali Pers.</p> <p>3. Ermanto & Emidar. 2018. <i>Bahasa Indonesia (Pengembangan Kepribadian di Perguruan Tinggi)</i>. Depok: Rajawali Pers.</p> <p>4. Sudiati, V. D dan A. Widyamartaya. <i>Kreatif Berbahasa Menuju Keterampilan Pragmatik</i>. Yogyakarta: Kanisius, 1996.</p> <p>5. Sahara, Siti, dkk. <i>Keterampilan Berbahasa Indonesia</i>. Jakarta: FITK UIN, 2008.</p> <p>6. Triono, Hendi. 2007. <i>Langkah Awal Menjadi Presenter (Memulai Karir sebagai Presenter Radio & Televisi)</i>. Yogyakarta: Cakrawala.</p> |
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| Lecturer | Neneng Nurjanah, M.Hum | |
| Course Requirements | To be able to take the Phonology course, students must have passed the General Linguistics course. | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |

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| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values by implementing scientific, Islamic, and Indonesian integration. |
| | CLO-042 | Able to apply Indonesian language knowledge. |
| | CLO-44 | Able to apply the science of Indonesian language and literature education in schools and madrasas in accordance with the environment and the times. |

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| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner. |
| | Sub-CLO | |
| | Sub-CLO1 | - |
| Brief Description of the Course | | This course covers the position of phonology in the language system, the role of language in communication, the basic principles of phonetic studies, types of phonetics, how language sounds occur, classification of language sounds, suprasegmental elements, phonemics, the difference between phonetics and phonemics, phoneme analysis, phoneme structure, phoneme classification, phoneme distribution, phonological changes, Indonesian phonemes, Indonesian spelling. |
| Scientific Integration | | In the context of education, phonology can be studied through various scientific approaches, be it descriptive, historical, or theoretical. This knowledge helps students understand more about phonemes and allophones in various languages, including Indonesian and regional languages in Indonesian. |


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| Research and Community Service Integration | | Erowati, Rosidah dan Neneng Nurjanah. BIPA Learners' Pronunciation and Vocabulary Recognition in Speaking Proficiency Tests. DIALECTICS: Journal of Language, Literature, and Indonesian Language and Literature Education. |
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Learning Materials

1. The position of phonology in the language system
2. Characteristics of language sounds, the role of language sounds, and sound systems in communication
3. Basic principles of phonetic studies and aspects of phonemic studies
4. Types of phonetics and aspects of phonetic studies
5. Acoustic phonetics
6. Auditory phonetics and features of auditory phonetics
7. Articulatory phonetics, how articulatory phonetics works, how language sounds occur
8. Phonemic concepts that include
 - a. difference between phonetics and phonemics
 - b. phonemes
 - c. phoneme structure
 - d. phonemic principles
 - e. phoneme analysis
 - f. phoneme classification
9. Phoneme distribution
10. Phonological change, aspects of phonological change, features of phonological change
11. Indonesian phonemes:
 - a. Segmental phoneme
 - b. Suprasegmental
 - c. Tribal
12. Phonemes and spelling
13. Phoneme analysis of some language data

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| References | | <ol style="list-style-type: none"> 1. Moeliono, Anton M. Tata Bahasa Baku Bahasa Indonesia. Jakarta: Balai Pustaka. 1988 2. Chaer, Abdul. Fonologi Bahasa Indonesia. Jakarta: Rineka Cipta. 2009 3. Chaer, Abdul. Linguistik Umum. Jakarta: Rineka Cipta. 2007 4. Kentjono, Djoko. Dasar-Dasar Linguistik Umum. Jakarta: Fakultas Sastra Indonesia. 1994 5. Marsono. Fonetik. Yogyakarta: Gajah Mada University Press. 1986 6. Soeparno. Dasar-Dasar Linguistik Umum. Yogyakarta: Tiara Wacana. 2002 7. Verhaar, J.W.M. Asas-Asas Linguistik Umum. Yogyakarta: Gadjah Mada University Press. |
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3nd Semester

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|  | | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| | | Compulasory | Theory: 3 | L= 40, T= 48, E= 48 | 3 | 6-8-2024 |

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|-------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|--|--|
| Appreciation and expression of literature | FTK 6013134 | | Practice: 1.5 | Total = 136 | | |
| | | | Total: 4.5 | | | |
| Language Details | | Indonesian | | | | |
| Teaching 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. | | | | |
| Type of Examination | | Tes and Non-tes | | | | |
| Module Coordination | | Yang Yang Merdiyatna, M. Pd. | | | | |
| Lecturer | | Yang Yang Merdiyatna, M. Pd. | | | | |
| Course Requirements | | Passed the courses on the History of Malay Literature, the History of Modern Indonesian Literature, and Literary Theory. | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |

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| | PLO-1 | Demonstrating religious devotion, ethical and moral principles, and environmental responsibility in everyday conduct as a duty towards the blessings conferred by the Almighty. |
| | PLO-2 | Mastering the development of language learning theories, literature, and language pedagogy, and being able to apply them in teaching the Indonesian language at primary and secondary education levels, following scholarly procedures rooted in Islamic and Indonesian values. |
| | PLO-6 | Mastering literary theory, appreciation, expression, and creation, with the ability to demonstrate literary skills (appreciation, expression, and creation) in alignment with the character of the Indonesian nation. |
| | PLO-10 | Capable of integrating scholarly knowledge, Islamic values, and Indonesian identity in developing academic potential as an embodiment of their professional role. |
| | Course Learning Outcomes (CLO) | |
| | CLO-01 | Participate in the process of appreciation and expression of Indonesian literary treasures |

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| | CLO-02 | Applying literary science and steps in conveying scientific ideas in a oral and written using good and correct Indonesian in appreciation activities and expressions of Indonesian literature |
| | CLO-03 | Able to produce activities of appreciation and expression of Indonesian literature directly and indirectly directly at the individual and group level in the appreciation and expression of Indonesian literature who pay attention to Islamic values and morals |
| | CLO-04 | Able to cooperate and be independent in the development of the integration of science and Islam in the appreciation and expression of Indonesian literature |
| | Sub-CLO | |
| | Sub-CLO1 | Students understand the introduction to lectures, lecture policies, lecture contracts |
| | Sub-CLO2 | Students are able to explain appreciation, expression, and literature |

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| | Sub-CLO3 | Students are able to explain about literary appreciation |
| | Sub-CLO4 | Students are able to explain literary expressions |
| | Sub-CLO5 | Students are able to explain literary appreciation activities |
| | Sub-CLO6 | Students are able to explain literary expression activities |
| | Sub-CLO7 | Students are able to explain the approach to literary appreciation and expression |
| | Sub-CLO8 | Students are able to explain the evaluation appreciation and expression of literature |
| | Sub-CLO9 | Students are able to demonstrate reading, musicalization, and dramatization of poetry |
| | Sub-CLO10 | Students are able to demonstrate the reading, dramatization of short stories |

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| | Sub-CLO11 | Students were able to demonstrate drama performances |
| | Sub-CLO12 | Students are able to produce written expressions of poetry |
| | Sub-CLO13 | Students are able to produce short story written expressions |
| | Sub-CLO14 | Students are able to produce written expressions of drama scripts |
| Brief Description of the Course | | This course discusses the appreciation and expression of Indonesian literature. In this course, students engage in discussions about the appreciation and expression of literature. Additionally, students also appreciate literary works. After that, students engage in literary expression activities. Thus, in this course, students gain experience in appreciating and expressing literature. |

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| Scientific Integration | | <p>This course relates to interdisciplinary science and Islam. In the learning of literary appreciation and expression, the appreciator goes through stages of appreciation that involve these three elements: cognitive, emotive, and evaluative. That shows the academic nature of this course. In addition, this course is closely related to Islam. In literary appreciation, the appreciator recognizes, understands, interprets, and enjoys literary works. The process can lead to understanding and interpretation related to Islam. For example, in the appreciation of the poem by Sutardji Calzoum Bachri titled "Belajar Membaca." The understanding of this poem can reach an interpretation closely related to Islam. In Islam, the act of reading is not just about reading texts, but also about reading life, there are verses that are explicit and implicit, there are verbal and universal signs. In the example of the poem "Belajar Membaca," the appreciator can interpret this, meaning we must be able to read texts and also read life. We must be able to read the state of others, to the point where we can almost feel what others feel. We learn not just sympathy, but empathy. That is a Muslim; when a brother is sick, he feels it too.</p> |
| Research and Community Service Integration | | <p>Merdiyatna, Yang Yang. 2022. "Utilization of Folktales in Language Skills." Jurnal Bahasa: Jurnal Keilmuan Pendidikan Bahasa dan Sastra Indonesia Vol. 4 No. 2 pp. 88 – 96.</p> |

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| Learning Materials | | <ol style="list-style-type: none">1. Course introduction, course policies, course contract2. Regarding appreciation, expression, and literature3. Regarding literary appreciation (definition, stages of appreciation, elements of appreciation, initial preparation for appreciators, and benefits of appreciation)4. Regarding literary expression (definition, elements of literary expression, techniques of literary expression, benefits of literary expression)5. Activities of literary appreciation and literary expression<ol style="list-style-type: none">a. Activities of reading or enjoying literary works in the form of texts: reading behavior, understanding, enjoying, evaluating literary texts.b. Activities of reading or enjoying literary works in the form of performances: watching, recognizing, understanding, enjoying, providing assessments on activities such as reading poetry, short stories, or staging dramas.c. Activities of expressing ideas in the form of language (written and spoken) and/or non-language6. Approach to literary appreciation and expression7. Assessment of literary appreciation and expression8. Practice of literary appreciation9. Practice of literary expression |
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References

Main:

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3. Budianta, Melani. 2006. Membaca Sastra: Pengantar Memahami Sastra untuk Perguruan Tinggi. Magelang: Indonesia Tera.
4. Gasong, Dina. 2019. Apresiasi Sastra Indonesia. Yogyakarta: Deepublish.
5. Kosasih, E.. 2008. Apresiasi Sastra Indonesia: Puisi, Prosa, Drama. Jakarta: Nobel Edumedia.
6. Nuryanto, Tato. 2017. Apresiasi Drama. Depok: Rajawali Pers.
7. Suhita, Sri dan Rahmah Purwahida. 2018. Apresiasi Sastra Indonesia dan Pembelajarannya. Bandung: Rosda.
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Supporters:

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2. Luxemburg, Jan Van, Mieke Bal, dan Willem G. Weststeijn. 1991. Tentang Sastra

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| | | <ol style="list-style-type: none">3. (Diindonesiakan oleh Akhadiati Ikram). Jakarta: Intermasa.4. Merdiyatna, Yang Yang. 2022. “Pemanfaatan Cerita Rakyat dalam Keterampilan Berbahasa.” Jurnal Bahasa: Jurnal Keilmuan Pendidikan Bahasa Dan Sastra Indonesia Vol. 4 No. 2 Hal. 88 – 96.5. Musthafa, B. 2008. Teori dan Praktik Sastra: Dalam Penelitian dan Pengajaran. Bandung: Sekolah Pascasarjana Universitas Pendidikan Indonesia dan Jakarta: New Concept English Education Centre.6. Noor, Rohinah M.. 2011. Pendidikan Karakter Berbasis Sastra: Solusi Pendidikan Moral yang Efektif. Jogjakarta: Ar-Ruzz Media.7. Rafiek, M.. 2010. Teori Sastra: Kajian Teori dan Praktik. Bandung: PT Refika Aditama.8. Rusyana, Yus. 1984. Bahasa dan Sastra dalam Gamitan Pendidikan. Bandung: CV Diponegoro.9. Stanton, Robert. 2007. Teori Fiksi (Diterjemahkan oleh Sugihastuti&Rossi Abi Al Irsyad). Yogyakarta: Pustaka Pelajar.10. Teeuw, A. 2003. Sastra dan Ilmu Sastra. Jakarta: PT Dunia Pustaka Jaya.11. Wellek, Rene dan Austin Warren. 1989. Teori Kesusastraan (Diindonesiakan oleh Melani Budianta). Jakarta: Gramedia.12. Zaidan, Abdul Rozak. Dkk. 2000. Kamus Istilah Sastra. Jakarta: Balai Pustaka. |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|-----------------|----------------|------------------------|-----------------------------|------------------------------------------------|-----------------|-----------------------------|
| Moral Education | FTK601120 2 | Compulasory | Theory: 3 | L= 40, T= 48, E= 48 Total = 136 | 3 | 07-07-2024 |
| | | | Practice: 1.5 | | | |
| | | | Total: 4.5 | | | |


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| Language Details | Indonesian | |
| Teaching 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. | |
| Type of Examination | Tes and Non-tes | |
| Module Coordination | Nur Kholis Majid, M.Ag. | |
| Lecturer | Nur Kholis Majid, M.Ag. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Showing the attitude and behavior of a pious, religious person who upholds the values of humanity based on the principles of science, Islam, and Indonesian culture. |

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| | PLO-3 | Mastering knowledge about Islam, Pancasila, citizenship, globalization, and the world of work, as well as skills in oral or written communication using Indonesian, Arabic, English, or other foreign languages. |
| | PLO-6 | Able to collaborate in a team, demonstrate creative and innovative abilities, think critically, and solve problems in the development of knowledge and the execution of tasks in the workplace, with applications based on Islamic values and morals. |
| | PLO-7 | Able to develop the science and profession of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a lifelong learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-011 | Able to demonstrate pious attitudes and behaviors. |
| | CLO-012 | Able to internalize religious values. |
| | CLO-031 | Able to master knowledge about Islam. |

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| | CLO-063 | Able to carry out tasks based on moral and Islamic values. |
| | CLO-073 | Able to be an educator who continuously keeps learning. |
| | Sub-CLO | |
| | Sub-CLO1 | - |
| Brief Description of the Course | | The course on Moral Education aims to equip students with the understanding and skills to apply moral and ethical values in daily life, based on the teachings of Indonesian religion and culture. This course examines the concepts of noble character from an Islamic perspective and teaches how to develop good character through habituation and reinforcement of positive values. Through this learning, students are expected to cultivate commendable attitudes, such as honesty, discipline, empathy, and responsibility, both in personal and social life, and to be able to face the challenges of the times with strong morality. |
| Scientific Integration | | One important aspect of Islamic education is the instillation of morals and values of faith. This can be taught in educational courses through an approach based on strengthening the spirituality of students, as well as efforts to shape good character by emulating the morals of the Prophet Muhammad (PBUH). Islamic moral and ethical education is very important for shaping individuals who are not only intelligent but also possess noble character. |

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| Research and Community Service Integration | | - |
| Learning Materials | | <ol style="list-style-type: none"> 1. Understanding and standards of values 2. The object and purpose of ethics 3. Morality towards Allah 4. Ethics towards fellow humans 5. Ethics towards fellow living beings 6. Ethics towards the Universe 7. Sincerity in deeds 8. Types of morals 9. Noble Character 10. Despicable Morals 11. Morality within the family 12. Morality in society 13. Ethics in governance 14. Ethics in the profession |

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| References | | <ol style="list-style-type: none"> 1. Ahmad Mubarak, Akhlak Mulia sebagai Konsep Membangun Manusia Indonesia, Widya Pustaka, 2008. 3. Fatihudin Abu Yasin, Terapi Rohani Pengobatan Penyakit Hati, Surabaya: Terbit Terang, 2002. 4. H.M. Jamil, Akhlak Tasawuf, Ciputat: Referensi, 2013. 5. Abuddin Nata, Akhlak Tasawuf, Jakarta: Raja Grafindo Persada, 2000. 6. Rosihon Anwar & Mukhtar Solihin, Aqidah Akhlak, Bandung: Pustaka Setia, 2008. 7. Rosihon Anwar, Akhlak Tasawuf, Bandung: Pustaka Setia, 2010. 8. Wahyudin, Akhlak Tasawuf, Jakarta: Kalam Mulia, 2001. |
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| <div>  <div> <div>COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE</div> <div>EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF</div> <div>HIDAYATULLAH JAKARTA</div> </div> <div>Document Code</div> </div> | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------|------------------|-------------------------------------|----------|------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| | | Compulasory | Theory: 3 | L= 26,7, T= 32, E= 32 | 3 | 05-06-2024 |

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|---------------------------------------------------------------|------------|-------------------------------------------------|-----------|--------------|--|--|
| Curriculum and Teaching of Indonesian Language and Literature | FTK6013110 | | Practice: | Total = 90,7 | | |
| | | | Total: 3 | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Interactive Method and Student Active Learning. | | | | |
| Type of Examination | | Tes and Non-tes | | | | |
| Module Coordination | | Dr. Hindun, M.Pd. | | | | |
| Lecturer | | Dr. Hindun, M.Pd. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |

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| | PLO-1 | Showing the attitude and behavior of a pious, religious person who upholds the values of humanity based on the principles of science, Islam, and Indonesian culture. |
| | PLO-4 | Applying the sciences of education, linguistics, and Indonesian literature in the learning process at schools, madrasas, and other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and/or implementing science and technology that considers and applies humanistic values appropriate to the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the science and profession of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a lifelong learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-011 | Able to demonstrate pious attitudes and behaviors1. Explaining the Definition / Limitation of Curriculum in Education. |

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| | CLO-012 | Identifying Forms of Curriculum Implemented in Schools |
| | CLO-013 | Explaining the Principles of Curriculum Development |
| | CLO-041 | Mentioning the Components of the Curriculum. |
| | CLO-051 | Distinguishing the Concept of the 2013 Curriculum from Previous Curricula. |
| | CLO-072 | Describing Curriculum Development Models |
| | CLO-073 | Explaining the History of Curriculum Development in Indonesia |
| | CLO-074 | Analyzing Learning Theories |
| | CLO-075 | Providing Examples of Learning Models |


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| | CLO-076 | Explaining Learning Approaches in the 2013 Curriculum |
| | CLO-077 | Being able to write an article about the Indonesian Language and Literature Learning Curriculum submitted to an accredited national journal. |
| | Sub-CLO | |
| | Sub-CLO1 | - |
| Brief Description of the Course | | The Curriculum and Instruction course provides insights and skills to students regarding curriculum concepts and their implementation in the learning process. |
| Scientific Integration | | This course teaches students to understand the basic theories in the development of the Indonesian Language and Literature curriculum and learning, including competency-based curriculum approaches, character-based curriculum, and the use of technology in language learning. Students learn about pedagogical principles used in designing teaching materials, assessments, and effective teaching strategies. |

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| Research and Community Service Integration | | <p>Title "Project-Based Learning in Indonesian Language Studies at the University Level During the Pandemic." Authors: Hindun, Ahmad Bahtiar, Maryelliwati Maryelliwati, Elvi Susanti, Aniek Irawati, Muhammad Jabl An Nur. Published in the Journal of Ranah (Language Studies), vol. 12, no. 2. 2023</p> |
| Learning Materials | | <ol style="list-style-type: none"> 1. Learning Contract Learning Contract 2. Definition / Limitation of Curriculum in Education 3. Forms of Curriculum 4. Principles of Curriculum Development 5. Curriculum Components 6. The Concept of the 2013 Curriculum 7. Merdeka Curriculum 8. MIDTERM EXAM 9. Curriculum Development Model 10. The History of Curriculum Development in Indonesia 11. Learning Theories |

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| | | <p>12. Examples of Learning Models</p> <p>13. Learning Approaches in the 2013 Curriculum</p> <p>14. FINAL SEMESTER EXAM</p> |
| References | | <ol style="list-style-type: none"> 1. Ahsan, Muhammad (2013) Metode Saintifik dan Penerapannya dalam Pembelajaran PAI SMP (Power Point). 2. Arifin, Zainal, MPd. (2011) Konsep dan Model Pengembangan Kurikulum. Bandung: Remaja Rosdakarya. 3. Departemen Pendidikan Nasional (2003), UU No. 20 tahun 2003 tentang Sistem Pendidikan Nasional 4. Departemen Pendidikan Nasional (2005) , PP 19 tahun 2005 tentang Standar Nasional Pendidikan 5. Eisner, Elliot (2001) The Educational Imagination, New York: Prentice Hall |

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| | | <ol style="list-style-type: none"> 6. Hamalik, Oemar (2006) Manajemen Pengembangan Kurikulum. Bandung: Remaja Rosdakarya. 7. Idi, Abdullah (1999) Pengembangan Kurikulum: Teori dan Praktik. Jakarta: Gaya Media Pratama. 8. Kementerian Pendidikan dan Kebudayaan (2013), Rasional Kurikulum 2013 (Power Point). Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan 9. Lubis, Halfian, Dr. (2013) Konsep Pendekatan Scientific dalam Pembelajaran PAI. (Power Point) 10. Nasution, S. (2007) Asas-asas Kurikulum, Jakarta: Bumi Aksara. 11. Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) No. 67 tahun 2013 tentang Kurikulum SD/MI dan lampirannya 12. Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) No. 68 tahun 2013 tentang Kurikulum SMP/MTs dan lampirannya 13. Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) No. 69 tahun 2013 tentang Kurikulum SMA/MA dan lampirannya 14. Posner, George (2004) Analyzing The Curriculum. New York: McGraw Hill. 15. Sanjaya, W. (2006) Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi. Jakarta: Kencana. 16. Schubert, W. H. (1986) Curriculum: Perspective, paradigm, and possibility. New York: Macmillan. |
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|  | | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |

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|------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------|---|-----------|
| Educational Psychology | FTK6011203 | Compulsory | Theory: 4.5 credits | L= 40, T= 48, E= 48 Total = 136 | 3 | 8-07-2024 |
| | | | Practice: 0 credits | | | |
| | | | Total: 4.5 credits | | | |
| Language Details | | Indonesian | | | | |
| Teaching 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. | | | | |
| Type of Examination | | Test and Non-Test | | | | |
| Module Coordination | | Maolidah, M.Psi. | | | | |
| Lecturer | | Maolidah, M.Psi. | | | | |
| Course Requirements | | None | | | | |

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| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | CPL-1 | Showing the attitude and behavior of a pious, religious person who upholds the values of humanity based on the principles of knowledge, Islam, and Indonesian culture. |
| | CPL-4 | Applying the sciences of education, linguistics, and Indonesian literature in the learning process at schools, madrasahs, and other institutions in accordance with the environment and the times. |
| | CPL-6 | Able to collaborate in a team, demonstrating creative, innovative, critical thinking, and problem-solving skills in the development of science and the execution of tasks in the workplace, with applications based on Islamic values and morals. |
| | CPL-7 | Able to develop the science and profession of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a lifelong learner. |
| | Course Learning Outcomes (CLO) | |

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| | CLO-013 | Able to uphold the values of humanity through the implementation of the integration of science, Islam, and Indonesian culture. |
| | CLO-041 | Able to apply educational science. |
| | CLO-062 | Able to demonstrate creative, innovative, critical, and solution-oriented work in the development of science and task execution. |
| | CLO-071 | Able to develop the science and profession of Indonesian language and literature sustainably |
| | Sub-CLO | |
| | Sub-CLO 1 | - |

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| Brief Description of the Course | | <p>In the Educational Psychology course, the definition, benefits, scope, and research methods in educational psychology are discussed. Growth, development. Heredity and environment in the development process, the concept of learning maturity, learning motivation, factors influencing learning. Cognitive development, self-concept development, emotional development, value development, moral development, attitude development, and creativity development. The contribution of IQ, EQ, and SQ in maximizing educational psychology practices. Learning theories and individual differences in learning. Difficulties in learning. The development of special talents and children with extraordinary abilities and intelligence or gifted children. Educational services for children with special needs. (inklusif). Achievements and learning evaluation. The lecture activities are conducted using the principles of scientific inquiry (observing, questioning, exploring, associating, communicating) in a cooperative and collaborative learning setting.</p> |
| Scientific Integration | | <p>The integration of scientific knowledge, Indonesian context, and Islamic values in educational psychology connects global psychological theories with Indonesia's educational practices and Islamic ethics, helping students understand education in a culturally and religiously relevant way.</p> |
| Research and Community Service Integration | | - |

References

1. Atwater, Eastwood (1989), Psychology of Adjustment, Personal growth a Changing World, New Jersey: Printece-Hall.
2. Chalid, Age kurniawan, (2011), Psikologi Pendidikan. Jakarta, Prenada media group
3. H.M. Ali Sabri, (2010), Psikologi Pendidikan, Jakarta Pedoman Ilmu Jaya
4. Hamzah B. Uno, (2005), Orientasi baru dalam Psikologi Pembelajaran. Jakarta, Bumi Aksara
5. Hurlock, E.B, (1999) Life Span, New York: M Graw Hill.
6. Irwanto, dkk (1994) Psikologi Umum, Buku Panduan Mahasiswa, Jakarta: Gramedia Utama.
7. Kaminsky, Sally, Dkk (1997) Educational Psychology; Windows on Teaching; Toronto, Brown & Benchmanrk Publishers.
8. Katzko, M.W & Monks, F.J (1995) Nurtuning Talent; Individual Needs and Sosial Ability, Netherlands, Van Corcum.
9. Mahmud.[2010], Psikologi Pendidikan, Bandung, PT Pustaka setia
10. Muhibbin Syah, (2014), Psikologi Pendidikan dengan Pendekatan Baru, Bandung, PT. Remaja Rosdakarya.
11. Mujiran, dkk, (2007), Perkembangan peserta Didik, Padang: Ditdjend Dikti& Heds-JICA.
12. Monks, Dkk (1999) Psikologi Perkembangan Pengantar Dalam Berbagai Bagiannya, Yogyakarta: Gajah Mada University Press.
13. Ngalim Purwanto, M (1991), Psikologi Pendidikan, Bandung, PT. Remaja Rosdakarya.
14. Perino, S.C & Joseph Perino, (1987) Parenting The Gifted; Developing The Promise, New York, R.R Browker Company.
15. Rachmat Mulyono, (2005) Menangani Anak Hiperaktif: Panduan untuk Orangtua dan Guru, Jakarta: Studia Press.
16. Santrock, (2000) Educational Psychology, New York: Mc Graw Hill.
17. Slameto, (1997) Belajar dan Faktor-faktor Yang mepengaruhinya, Jakarta: Bina Aksara.
18. Slavin, R.E (1994) Educational Psychology, 4 th ed, London, Allyn & Bacon.
19. Sujana N, (2001) Penilaian Proses Belajar Mengajar, Jakarta: Remaja Rosda Karya.

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| | | <p>20. Sumadi Suryabrata, (1995) Psikologi Pendidikan, Jakarta, PT. Raja Grafindo.</p> <p>21. Syaiful Sagala, (2006) Konsep dan Makna Pembelajaran, jakarta, Penerbit, Alfabeta.</p> |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|---------------------------------------|----------------|----------------|---------------------|----------------------------------------|----------|---------------------|
| Practicum of Qiroah and Worship | FTK601310 4 | Compulsory | Theory: 0 ects | L= 26.7 T = 32 E = 32 Total = 90.7 | 3 | 07-07-2024 |
| | | | Practice: 3 ects | | | |
| | | | Total: 3 ects | | | |

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| Language Details | Indonesian and Arabian | |
| Teaching 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. | |
| Type of Examination | Test and Non-Test | |
| Module Coordination | Dr. Muhammad Sholeh Hasan | |
| Lecturer | Dr. Muhammad Sholeh Hasan | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Showing the attitude and behavior of a devout, religious person who upholds the values of humanity based on the principles of knowledge, Islam, and Indonesian culture. |

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| | PLO-3 | Mastering knowledge about Islam, Pancasila, citizenship, globalization, and the world of work, as well as skills in oral or written communication using Indonesian, Arabic, English, or other foreign languages. |
| | PLO-6 | Participating in the implementation of national and state life with a sense of nationalism, respecting cultural diversity, advancing society, and responsibility in accordance with the mandate of Pancasila. |
| | PLO-7 | Able to develop the science and profession of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a lifelong learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-011 | Able to demonstrate pious attitudes and behaviors |
| | CLO-012 | Able to internalize religious values |
| | CLO-031 | Able to master knowledge about Islam |


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| | CLO-063 | Able to carry out tasks based on moral and Islamic values | |
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| | Sub-CLO | | |
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| | Sub-CLO 1 | 1 | |
| Brief Description of the Course | | Practical activities include worship practices such as tahara, istinja', fardhu prayers, sunnah prayers, daily prayers, dhikr, wirid, sermons, funeral arrangements, marriage contracts, and also practical activities in reading the Qur'an following with the rules of the science of recitation and able to memorise short surahs and selected surahs. | |

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| Scientific Integration | | The integration of scientific knowledge and Islamic principles in a course on worship practices and Quranic recitation involves combining technical understanding of worship with the spiritual and doctrinal aspects of Islam. This approach helps students master the correct methods of performing religious rituals while deepening their comprehension of the Quran's teachings, ensuring both practical accuracy and alignment with Islamic values. |
| Research and Community Service Integration | | - |

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| Learning Materials | | <ol style="list-style-type: none">1. Student Regulations as Guidelines for Behavior in worship.2. Purity.3. Impurity and Ritual Impurity.4. Ablution and Ary Ablution.5. Obligatory Prayer.6. Practice Obligatory Prayer.7. Explaining The Theory of Prayer.8. Practice The Sunnah Prayer.9. Supplication, Remembrance, Recitation, and Declaration of Faith.10. Sermon.11. Practice The Sermon.12. Care of The Deceased.13. Practice of Caring For The Deceased.14. Marriage Contract |
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| References | | <ol style="list-style-type: none"> 1. Drs. Ahmad Rifai. Risalah tuntunan salat lengkap. PT. Karya Toha Putra. Semarang. 1976. 2. Salim Bin Smeer al-Hadrami. Terjemah Safinatu al-Najah. Pustaka Amani. Jakarta. TT. 3. Syekh Imam Nawawi Banten. Sullamu al-Taufiq. Edisi terjemah. Sinar Baru al-Gensindo. Bandung. 2016. 4. Abu Syuja ahmad al-Asfahani. Matan al-Ghayah wa al-Taqrrib. Edisi terjemah. Pustaka Amani. Jakarta. 2001. 5. Imam Syamsuddin Abu Abdillah Muhammad bin Qasim al-Syafi'i. Fathu al-Qarib. Edisi terjemah. Menara Kudus. Kudus. Juli. 1983. 6. Imam Zainuddin al-Malabari. Fathul Muin. Edisi terjemah. Menara Kudus. Kudus. 1979. |
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| <div>  <div> <div>COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE</div> <div>EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF</div> <div>HIDAYATULLAH JAKARTA</div> </div> <div>Document Code</div> </div> | | | | | | |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |

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|---------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------|---|------------|
| Reading Learning | FTK601314 2 | Compulsory | Theory: 4.5 ects | L= 40, T= 48, E= 48 Total = 136 | 3 | 07-07-2024 |
| | | | Practics: 0 ects | | | |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching 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. | | | | |
| Type of Examination | | Test and non test | | | | |
| Module Coordination | | Dra. Mahmudah Fitriyah Z.A., M.Pd. | | | | |
| Lecturer | | Dra. Mahmudah Fitriyah Z.A., M.Pd. | | | | |
| Course Requirements | | None | | | | |

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| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Showing the attitude and behavior of a pious, religious person who upholds humanitarian values based on the principles of science, Islam, and Indonesian culture. |
| | PLO-4 | Applying the sciences of education, linguistics, and Indonesian literature in the learning process at schools, madrasas, and other institutions in accordance with the environment and the times. |
| | PLO-6 | Able to collaborate in a team, demonstrate creative and innovative abilities, think critically, and solve problems in the development of knowledge and task execution in the workplace, with applications based on Islamic values and morals. |
| | PLO-7 | Able to develop the science and profession of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a lifelong learner. |
| | Course Learning Outcomes (CLO) | |

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| | CLO-013 | Able to uphold the values of humanity through the implementation of the integration of science, Islam, and Indonesian culture. |
| | CLO-041 | Able to apply educational science |
| | CLO-042 | Able to apply the knowledge of the Indonesian language |
| | CLO-044 | Able to apply the knowledge of Indonesian language and literature education in schools and madrasahs according to the environment and the times. |
| | CLO-062 | Able to demonstrate creative, innovative, critical, and solution-oriented work in the development of science and task execution. |
| | CLO-071 | Able to develop the science and profession of Indonesian language and literature sustainably |
| | Sub-CLO | |


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| Brief Description of the Course | | This course covers the understanding of reading, the purpose of reading, reading as a skill, aspects of reading, developing reading skills, stages of reading development, the SQ3R method, schema theory, speed reading, effective and efficient reading, readability, critical reading, reading for study purposes, and reading literary works. |
| Scientific Integration | | Keilmuan dalam pembelajaran membaca berfokus pada teori dan praktik yang berkaitan dengan proses membaca sebagai keterampilan kognitif. Pembelajaran membaca melibatkan aspek linguistik, psikologi, dan pedagogik yang secara ilmiah diterima untuk meningkatkan kemampuan literasi. |
| Research and Community Service Integration | | Journal: Altoviah Nuha Belvar, Raihana Virza Aulia Lestari, Firial Fauziyah Diba, Mahmudah Fitriyah ZA, The Problem of Reading Skills in Generation Z, Journal Arima, 1 (3), 2024. |

Learning Materials

1. The nature of language skills and their respective relationships.
2. The definition of reading.
3. Aspects of reading.
4. Development in reading skills.
5. Stages of reading development.
6. Reading aloud and its improvement.
7. Extensive and intensive reading.
8. Silent reading.
9. The SQ3R method.
10. Schema theory.
11. Fast, effective, and efficient reading.
12. Critical and creative reading.
13. Reading for study purposes.
14. Techniques for reading literary works.

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| References | <ol style="list-style-type: none">1. Abidin, Yunus. Strategi Membaca (Teori dan Pembelajarannya). Bandung: Rizqi Press. 2010.2. Kisyani Laksono et al. Membaca 1. Jakarta: UT, 2011.Kisyani Laksono et al. Membaca 2. Jakarta: UT, 2011.3. Nuriadi. Teknik Menjadi Pembaca Terampil. Yogyakarta: Pustaka Pelajar, 2008.4. Soedarso. Sistem Membaca Cepat dan Efektif. Jakarta: PT Gramedia. 1989.5. Sudiati, V. dan A. Widyamartaya. Penggunaan Bahasa Kreatif Menuju Keterampilan Pragmatik. Yogyakarta: Kamisius, 1996.6. Tarigan, Henry Guntur. Membaca sebagai Keterampilan Berbahasa, Bandung: Angkasa, 1979.------. Bacaan Ekspresif. Bandung: Angkasa. 1994. |
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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Syntax | FTK601311 9 | Compulasory | Theory: 4.5 ects | L= 40, T= 48, E= 48 Total = 136 | 3 | 08-07-2024 |
| | | | Practics: 0 ects | | | |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching 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 | | | | |
| Type of Examination | | Test and non test | | | | |

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| Module Coordination | Dr. Nuryani, S.Pd., M.A. | |
| Lecturer | Dr. Nuryani, S.Pd., M.A. | |
| Course Requirements | General Linguistics, Phonology, and Morphology | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Showing the attitude and behavior of a pious, religious person who upholds humanitarian values based on the principles of science, Islam, and Indonesian culture. |
| | PLO-4 | Applying the sciences of education, linguistics, and Indonesian literature in the learning process at schools, madrasas, and other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and/or implementing science and technology that considers and applies humanistic values appropriate to the field of Indonesian language and literature learning. |

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| | PLO-7 | Able to develop the science and profession of Indonesian language and literature in a sustainable, independent, and collective manner in order to realize oneself as a true educator who is a lifelong learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold the values of humanity through the implementation of the integration of science, Islam, and Indonesian culture. |
| | CLO-042 | Able to apply the knowledge of the Indonesian language |
| | CLO-044 | Able to apply the knowledge of Indonesian language and literature education in schools and madrasahs according to the environment and the times. |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Able to develop the science and profession of Indonesian language and literature sustainably |

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| | Sub-CLO | |
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| Brief Description of the Course | | The substance of the study includes syntactic tools and units, parts of sentences, basic sentence structures, functions, categories, roles of sentence elements, types of simple sentences, relationships and characteristics of coordination and subordination between clauses, semantic relationships between clauses in coordinate and subordinate compound sentences, as well as the position and structure of sentences in paragraphs and discourse. |
| Scientific Integration | | The science of syntax refers to the scientific approach in studying how elements of language, such as words, phrases, and clauses, are arranged to form sentences that have correct and meaningful structures. |
| Research and Community Service Integration | | Journal: Syifa Ul Qalbi, Nuryani Nuryani, Types of Sentences in the Speech of 4-Year-Old Children: A Syntactic Study, Journal Disastra, 2024. |

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| Learning Materials | | <ol style="list-style-type: none">1. Definition, Syntactic Units, and the Object of Syntactic Study2. Words and Phrases3. Clauses and Sentences4. The Relationship of Syntax with Other Linguistic Subdisciplines (Morphology, Sociolinguistics, and Psycholinguistics)5. Syntax in Indonesian Language Learning in Schools |
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References

Utama:

1. Alwi, Hasan. 1998. Tata Bahasa Baku Bahasa Indonesia. Jakarta: Balai Pustaka.
2. Arifin, E. Zainal dan Junaiyah H. M. 2008. Sintaksis. Jakarta: Grasindo.
3. Chaer, Abdul. 2009. Sintaksis: Pendekatan Proses. Jakarta: Rineka Cipta
4. Halim Amran, 1974. Intonation; in Relation to Syntax in Bahasa Indonesia. Jakarta: Djambatan
5. Kentjono, Djoko (ed). 1982. Dasar-Dasar Linguistik Umum. Jakarta: Fakultas Sastra, UI.
6. Kridalaksana, Harimurti. 1985. Tata Bahasa Deskriptif Bahasa Indonesia: Sintaksis. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa.
7. Kridalaksana, Harimurti. 2001. Struktur, Kategori, dan Fungsi dalam Teori Sintaksis. Jakarta: Universitas Atmajaya
8. Putrayasa, I. B., 2007. Analisis Kalimat (Fungsi, Kategori, dan Peran). Bandung: PT Refika Aditama.
9. Ramlan, M., 1987. Ilmu Bahasa Indonesia: Sintaksis. Yogyakarta: CV Karyono.
10. Samsuri. 1985. Tata Kalimat Bahasa Indonesia. Jakarta: PT Sastra Hudaya.
11. Tarigan, Henry Guntur. 2009. Pengajaran Sintaksis. Bandung: Penerbit Angkasa

Pengayaan:

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| | | <ol style="list-style-type: none">1. Alieva, N.F. dkk. 1991. Bahasa Indonesia. Deskripsi dan Teori. Yogyakarta: Kanisius.2. Asmah, Haji Omar. 1986. Nahu Melayu Mutakhir (Edisi Baru). Kuala Lumpur: Dewan Bahasa dan Pustaka.3. Fokker, A.A. 1979. Sintaksis Indonesia (terjemahan Djonhar). Jakarta: Pradnya Paramita.4. Nik Safiah Karim, dkk. 1995 (cetakan ketiga). Tata Bahasa Dewan (Edisi Baru). Kuala Lumpur: Dewan Bahasa dan Pustaka.5. Parera, J.D., 1988. Sintaksis. Jakarta: Gramedia.6. Samsuri dan Yus Rusyana (edit). 1976. Pedoman Penulisan Tata Bahasa. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa.7. Sneddon, James Neil. 1996. Indonesian Reference Grammar. St. Leonards, NSW: Allen & Unwin Pty Ltd. |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|--------------------------------------|----------------|----------------|---------------------|----------------------------------------|----------|---------------------|
| Interdisciplinary Literary Theory | FTK601313 3 | Compulsory | Theory: 4.5 ects | L= 40, T= 48, E= 48 Total = 136 | 3 | 08-07-2024 |
| | | | Practics: 0 ects | | | |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesian | | | | |

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| Teaching Methods | <i>Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods</i> | |
| Type of Examination | Test and non test | |
| Module Coordination | Indah Fadhilla, S.S., M.Hum. | |
| Lecturer | Indah Fadhilla, S.S., M.Hum. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Showing the attitude and behavior of a pious, religious person who upholds humanitarian values based on the principles of science, Islam, and Indonesian culture. |
| | PLO-4 | Applying the sciences of education, linguistics, and Indonesian literature in the learning process at schools, madrasahs, and other institutions in accordance with the environment and the times. |

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| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and/or implementing science and technology that considers and applies humanistic values appropriate to the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the science and profession of Indonesian language and literature sustainably |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold humanitarian values through the implementation of the integration of science, Islam, and Indonesian culture. |
| | CLO-043 | Able to apply Indonesian literary knowledge |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Able to develop the science and profession of Indonesian language and literature sustainably |

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| | Sub-CLO | |
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| Brief Description of the Course | | A study that integrates various approaches and disciplines in analyzing literary works. In this course, students will study literary theories that involve the interaction between literature and other fields such as history, philosophy, psychology, sociology, anthropology, as well as cultural and religious studies. This interdisciplinary approach aims to enrich the understanding of literary texts, not only in terms of aesthetics and the structure of literature itself but also in the social, cultural, and intellectual contexts that underpin them. |
| Scientific Integration | | Science in the context of interdisciplinary literary theory involves the use of various scientific approaches and theories from different disciplines to analyze and understand literary works. Such as philosophy, sociology, psychology, and others. |
| Research and Community Service Integration | | Journal: Uliana Hidayatika dan Indah Fadhilla, LOYALTY AND WILDNESS OF THE SUBMISSIVE ANIMAL CHARACTERS IN THE SHORT STORY COLLECTION "THE ANIMALS' MISGUIDED THOUGHTS", Journal Magistra Andalusia, 2024. |

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| Learning Materials | | <ol style="list-style-type: none"> 1. Literature and Philosophy 2. Literature and Sociology 3. Literature and Psychology 4. Literature and History 5. Literature and Popular Culture 6. Literature and Ecology |
| References | | <ol style="list-style-type: none"> 1. Eagleton, Terry. The Cambridge Companion to Literary Theory. Cambridge University Press. 2001. 2. Endraswara, S. Sosiologi Sastra: Pengantar dan Aplikasi. Yogyakarta: Pustaka Pelajar. 2013. 3. Teeuw, A. Pengantar Teori Sastra. Jakarta: Gramedia. 1984 |



**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|---------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Sociolinguistics | FTK6013 115 | Cumpolsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 4 | 8-July-2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Discovery Learning, Self-Directed Learning, Cooperative Learning, Contextual Learning, Project Based Learning, etc. | | | | |
| Type of Examination | | Tes | | | | |

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| Module Coordination | | |
| Lecturer | Dr. Nuryani, S.Pd., M.A. | |
| Course Requirements | General linguistics, phonology, morphology, and syntax. | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-2 | Participate in the implementation of the life of the nation and state with an attitude of nationalism, respect for cultural diversity, advancing society, and responsibility in accordance with the mandate of Pancasila. |
| | PLO-4 | Apply the knowledge of Indonesian education, language and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |

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| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
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| | CLO-023 | Able to show an attitude of respect for cultural diversity |
| | CLO-042 | Able to apply Indonesian language knowledge |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum |
| | CLO-071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner |

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| | Sub-CLO | |
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| Brief Description of the Course | | Have an understanding of language in relation to social issues as the formation of literacy and conduct studies on the basic principles of sociolinguistics, language and society, language and culture of bilingualism, and its problems and solutions. |
| Scientific Integration | | In this course, students will learn the basic theories of sociolinguistics based on scientific integration, namely language variation, language function, language change, etc. |
| Research and Community Service Integration | | <p>Book: Nuryani. Sociolinguistics in Teaching Multicultural Language Teaching: Theory and Research Practice. (Bogor: In Media). 2021</p> <p>Journal: The Preservation of Javanese Krama Language in Jagir Village, Sine Sub-district, Ngawi Regency</p> |

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| Learning Materials | | <ol style="list-style-type: none">1. Definition of Sociolinguistics2. The Nature of Language and the Function of Language3. Speech Events and Speech Acts4. Language Variation, Language Variety, and Types of Language Variety5. Bilingualism and Diglossia: The Link between the Two6. Code Switching and Code Mixing: The Difference between the Two7. Interference and Integration8. Language Change, Language Shift and Language Maintenance9. Language Attitudes in relation to Language Choice10. Language Policy, Language Planning, Language Development, and Language Bookkeeping11. The State of Language in Indonesia12. Writing articles and research reports. |
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| References | | <ol style="list-style-type: none"> 1. Nuryani, et al. Sociolinguistics in Multicultural Based Language Teaching. Bogor: In Media, 2021 2. Abdul Chaer, Indonesian Language Standardisation, Jakarta: Rineka Cipta, 1993 3. -----, General Linguistics, Jakarta: Rineka Cipta, 1994 4. Bell, Roger T., Sociolinguistics: Goals, Approaches, and Problems, London: Batsford Ltd. 5. Jendra, Made Iwan Indrawan. Sociolinguistics: The Study of Societies' Language. Yogyakarta: Graha Ilmu, 2010 6. Sibarani, Robert. Anthropolinguistics of Anthropological Linguistics and Linguistics. Medan: Poda Publishers, 2004 7. Journals of Indonesian Language, Literature, and Language and Literature Education 8. Examples of research reports 9. Journals as examples of article writing |
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|  | <p align="center">COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</p> | <p align="center">Document Code</p> |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|---------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Prose Studies | FTK 6013135 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 4 | 5-June-2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Discovery Learning, Self-Directed Learning, Cooperative Learning, Contextual Learning, Project Based Learning, etc. | | | | |
| Type of Examination | | Test | | | | |
| Module Coordination | | Novi Diah Haryanti, M.Hum. | | | | |
| Lecturer | | Novi Diah Haryanti, M.Hum. | | | | |

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| Course Requirements | Literary Theory and Literary History | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitude and behaviour of a pious, religious person who upholds human values based on scientific, Islamic and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. |

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| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values by implementing scientific, Islamic, and Indonesian integration |
| | CLO-043 | Able to apply the science of Indonesian literature |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum |
| | CLO-071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner |
| | Sub-CLO | |
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| Brief Description of the Course | | This course covers the subject matter and prose figures in modern Indonesian literature as well as various approaches that can be used in the analysis of prose. |
| Scientific Integration | | The prose studies course has scientific integration, where students learn various literary theories, such as structuralism, post-structuralism, marxism, feminism, and deconstruction theory. In prose studies, these theories are used to analyse prose texts (novels and short stories) from various perspectives. |
| Research and Community Service Integration | | Journal: Portrait of a Quranic Teacher in Humam S. Chudori's Novel Ghuffron |

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| Learning Materials | | <ol style="list-style-type: none"> 1. Different approaches to prose studies 2. Subject and characters: Mas Marco Kartodikromo 3. Subject and characters: Aboel Moeis 4. Subject and characters: Armijn Pane 5. Subject and characters: Hamka 6. Subject and characters: S. Rukian 7. Subject and characters: NH. Dini 8. Subject and characters: Pramoedya Ananta Toer 9. Subject and characters: Ahmad Tohari 10. Subject and characters: Seno Gumira Ajidarma 11. Subject and characters: Ratih Kumala 12. Subject and cahracters: Okky Madasari 13. Prose learning in school |
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| References | | <ol style="list-style-type: none">1. Works of literature used as examples2. Barry, Peter. 2009. <i>The Beginning Theory</i>. Yogyakarta: Jalasutra.3. Damono, Sapardi Djoko. 2020. <i>Sosiologi Sastra</i>. Jakarta : PT Gramedia Pustaka Utama4. Hellwig, Tineke. 2003. <i>In The Shadow of Change: Citra Perempuan dalam Sastra Indonesia</i>. Depok: Desantara and Women Research Institute5. Luxemburg, JV, M. Bal, W.G Weststeijn. 1989. <i>Tentang Sastra</i>. Jakarta: Intermasa.6. Minderop, Albertine. 2005. <i>Metode Karakterisasi Telaah Fiksi</i>. Jakarta: Yayasan Obor Indonesia.7. Nurgiyantoro, Burhan . 2019. <i>Teori Pengkajian Fiksi</i>. Yogyakarta: Gadjah Mada University Press.8. Ridho, Irsyad. 2018. <i>Kajian Cerita: Dari Roman ke Horor</i>. Yogyakarta: Jual Buku Sastra.9. Stanton, Robert. 2007. <i>Teori Fiksi</i>. Yogyakarta: Pustaka Pelajar.10. Teeuw, A. 2003. <i>Sastra dan Ilmu Sastra</i>. Jakarta: Pustaka Jaya.11. Wellek, Rene dan Austin Warren. 1993. <i>Teori Kesusastraan</i>. Jakarta: PT Gramedia Pustaka Utama. |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION
PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

**Document
Code**

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR EACH MODULE (IN HOURS) | SEMESTER | COMPILAT ION CODE |
|----------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------|----------------------|
| Language Error Analysis | FTK 6013106 | Compulsory | Theory: 3.0 ects | L=40, T=48, E=48 TOTAL=136 | 4 | July 23, 2024 |
| | | | Practice: 1.5 etcs | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Group discussion and lecture | | | | |
| Type of Examination | | 1. Formative (40%) with the following components a. Attendance: 10 % b. Structured assignment: 15% c. Active participation in class discussions: 15 % 2. Mid-term Exam (test evaluation): 30 % 3. Final-term semester exam (evaluation): 30 % | | | | |
| Module Coordination | | Dr. Hindun, M.Pd. | | | | |
| Lecturer | | Dr. Hindun, M.Pd. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. | | | |
| | | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. | | | |
| | | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. | | | |

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| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration |
| | CLO-042 | Able to apply Indonesian language knowledge |
| | CLO-071 | Mampu mengembangkan keilmuan dan keprofesian bahasa dan sastra Indonesia secara berkelanjutan |
| | Sub-CLO | |
| | - | - |
| Brief Description of the Course | | This course is intended for Departments/Study Programs in the Faculty of Education (at UIN Jakarta = FITK) so that it becomes the basis for the concept of learning Indonesian in higher education which includes the following topics: The Nature of Language Error Analysis; Interference; Anakes Objectives; Anakes Methodology; Sources of Language Errors; Language Error Process; Classification of Linguistic Categories and Surface Structures; Comparative Classification and Communicative Effects; Data Collection of Language Errors; Identification, Classification, Frequency, Area and Therapy of Language Errors; and Remedial Teaching & Efforts to Improve Indonesian Language Skills. |
| Scientific Integration | | This course combines Islamic values with linguistics and language analysis. Linking the concept of language politeness with adab in Islam. Apply the principles of honesty and accuracy in analyzing language errors. |
| Research and Community Service Integration | | Journal PEMBAHSI (Jurnal Pembelajaran Bahasa dan Sastra Indonesia) oleh: Putri Sarah dan Hindun . “Pemakaian Bahasa Indonesia Yang Baik dan Benar dalam Penyelesaian Kasus Persidangan Perdata”, vol. 11 no. 2, 2021. (SINTA 5). Link: https://jurnal.univpgri-palembang.ac.id/index.php/pembahsi/article/view/6727 DOI: https://doi.org/10.31851/pembahsi.v11i2.6727 |
| Learning Materials | | 1. Study Contract |

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| | | <p>2. The nature of language error analysis</p> <p>3. Interference</p> <p>4. Purpose of Anakes</p> <p>5. Methodology of Anakes</p> <p>6. Sources of Language Errors</p> <p>7. Language Error Process</p> <p>8. Classification Linguistic categories and surface structures</p> <p>9. Comparative Classification and Communicative Effects</p> <p>10. Language Error Data Collection and Language Error Therapy</p> <p>11. Remedial Teaching & Efforts to Improve Indonesian Language Skills</p> <p>12. Producing writing related to the implementation of Language Error Analysis in Schools</p> |
| References | | <p>1. Ellis, R. <i>Understanding Second Language Acquisition</i>. Oxford University Press. 1987.</p> <p>2. E. Hatch. <i>Discourse Analysis and Second Language Acquisition</i>. In E. Hatch (Ed.) <i>Second Language Acquisition: A Book of Readings</i> (pp. 401-35). New York: Newbury House.</p> <p>3. Samsuri. <i>Analisis Bahasa</i>. Erlangga. 1994.</p> <p>4. Sugono, Dendy. <i>1001 Kesalahan Berbahasa</i>. Jakarta: Akademi Pressindo. Cet. Ke-4. 2009.</p> <p>5. Tarigan, H.G. <i>Pengajaran Analisis Kesalahan Berbahasa</i>. Bandung: Angkasa. 1990.</p> <p>6. Weinreich, U. <i>Language in Contact</i>. The Hauge: Mouton.</p> |



**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Semantic | FTK 6013120 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 4 | June 5, 2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning | | | | |

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| Type of Examination | a. Attendance, quizzes, and assignments: 30 % b. Mid-term: 30% c. Final-term: 40% | |
| Module Coordination | Dr. Mohammad Sidiqq, M.Si., M.Pd. | |
| Lecturer | Dr. Mohammad Sidiqq, M.Si., M.Pd. | |
| Course Requirements | To be eligible for this course, students must have passed general linguistics, phonology, morphology, and syntax. | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |

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| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration. |
| | CLO-042 | Able to apply Indonesian language knowledge. |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner. |

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| | Sub-CLO | |
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| Brief Description of the Course | | This course covers the history of semantics, definition of semantics, varieties of semantic studies, objects and scope of semantic studies, types of meaning, lexemes as the basis for the study of lexical semantics, meaning relations, changes in meaning, the meaning of lexical categories, sentences as objects of grammatical semantic studies, meaning fields and componential analysis, introduction to cognitive semantics, teaching semantics, current semantic research. |
| Scientific Integration | | In semantics courses, scientific integrity means analyzing the meaning of language objectively and honestly according to theory. Meanwhile, Islamic integrity directs students to understand and use language in accordance with Islamic values. The integration of the two helps students understand the meaning of language scientifically and ethically. |
| Research and Community Service Integration | | - |

Learning Materials

1. Definition of semantics, history of semantics, and varieties of semantic studies.
2. Object and scope of semantic studies.
 - a. Meanings, meanings and concepts
2. Reference
3. Semantics and other linguistic disciplines.
3. Types of meaning.
 - a. Lexical meaning and grammatical meaning
 2. Denotative meaning and connotative meaning
 3. Literal meaning and Non-literal meaning
4. Lexical semantics I: Lexemes as the basis for the study of lexical semantics.
5. Lexical semantics II: Meaning relations.
 - a. Opposition
 2. Synonymy
 3. Lexical configuration
 4. Homonymy and polysemy
6. Lexical semantics III: Changes in lexical meaning.
 - a. Causes of meaning change: Linguistic and Non-linguistic.
 2. Nature of meaning change: Metaphor and Metonymia.

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| | | <div>3. Consequences of meaning change: Area evaluation of meaning (generalization-specification) and sense value evaluation of meaning (amelioration-peyoration).</div> <div>7. Grammatical semantics I: Meaning of lexical categories.</div> <div>8. Grammatical semantics II: Sentence as an object of study of grammatical semantics.</div> <div>a. Sentence boundaries and meanings</div> <div>2. Grammatical categories of sentences (situationality and semantic role)</div> <div>9. Meaning field and componential analysis.</div> <div>10. Introduction to cognitive semantics.</div> <div>11. Teaching semantics</div> <div>Teaching semantics</div> |
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References

Main:

1. Alwi, Hasan, Soenjono Darjowidjojo, Hans Lapoliwa, Anton M. Moeliono. 1998. *Tata Bahasa Baku Bahasa Indonesia (edisi ketiga)*. Jakarta: Balai Pustaka.
2. Comrie, Bernard. 1985. *Tense*. Cambridge: Cambridge University Press.
3. Bache, Carl. *Verbal Aspect: A General Theory and Its Application to Present Day English*. Odense: Odense University Press.
4. Chaer, Abdul. 1999. *Pengantar Semantik Bahasa Indonesia*. Jakarta: Rineka Cipta.
5. Cruse, A. 1986. *Lexical Semantics*. Cambridge: Cambridge University Press.
6. -----, 2004. *Meaning in Language: an Introduction to Semantics and Pragmatics (edisi kedua)*. New York: Oxford University Press.
7. Geeraerts, Dirk. 2010. *Theories of Lexical Semantics*. Oxford: Oxford University Press.
8. Hurford, James R., Brendan Heasley, dan Michael B. Smith. 2007. *Semantics: A Coursebook (edisi kedua)*. Cambridge: Cambridge University Press.
9. Jaszczolt, K.M. 2002. *Semantics and Pragmatics: Meaning in Language and Discourse*. Edinburgh: Pearson Education.
10. Lion, John. 1995. *Linguistic Semantics*. New York: Cambridge University Press.
11. Nida, Eugene A. 1975. *Componential Analysis of Meaning: An Introduction to Semantic Structures*. The Hague: Mouton.
12. Pateda, Mansoer. 2001. *Semantik Leksikal*. Jakarta: Rineka Cipta.
13. Saeed, John I. 1997. *Semantics*. Oxford: Blackwell Publishing.
14. Ullmann, Stephen. 2007. *Pengantar Semantik (diadaptasi dari Semantics: An Introduction to the Science of Meaning oleh Sumarsono)*. Yogyakarta: Pustaka Pelajar.

Alternative:

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| | | <ol style="list-style-type: none">1. Bussmann, Hadumod. 1996. <i>Routledge Dictionary of Language and Linguistics (Terjemahan dan Suntingan dalam bahasa Inggris oleh Gregory P. Trauth dan Kerstin Kazzazi)</i>. London: Routledge.2. Campbell, Lyle, dan Mauricio J. Mixco. 2007. <i>A Glossary of Historical Linguistics</i>. Edinburgh: Edinburgh University Press.3. -----, 2006. <i>A Glossary of Semantics and Pragmatics</i>. Edinburgh: Edinburgh University Press.4. Crystal, David. 2008. <i>A Dictionary of Linguistics and Phonetics (Edisi Keenam)</i>. Malden: Blackwell Publishing.5. -----, 1993. <i>Kamus Linguistik</i>. Jakarta: Gramedia Pustaka Utama.6. Strazny, Philipp (ed.). 2005. <i>Encyclopedia of Linguistics</i>. New York: Fitzroy Dearborn.7. Trask, R.L. 1999. <i>Key Concepts in Language and Linguistics</i>. London: Routledge.8. Richards, Jack C., dan Richard Schmidt. 2002. <i>Longman Dictionary of Language Teaching and Applied Linguistics</i>. London: Pearson Education.9. Brinton, Laurel J. 1988. <i>The Development of English Aspectual System: Aspectualizers and Post-verbal Particles</i>. Cambridge: Cambridge University Press.10. Davis, Wayne A. 2003. <i>Meaning, Expression, and Thought</i>. Cambridge: Cambridge University Press. |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION
PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|----------------------------|----------------|---------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------|----------|------------------|
| Poetry Studies | FTK 6013136 | Compulsory | Theory: 4,5 ects Practice: - Amount: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 4 | July 8, 2024 |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Group Discussion and Lecture | | | | |
| Type of Examination | | Discussion Activity: 40 % Mid-term Test: 30 % Final-term Exsam: 40% | | | | |
| Module Coordination | | Jamal D Rahman | | | | |

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| Lecturer | Jamal D Rahman | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration. |
| | CLO-043 | Able to apply the science of Indonesian literature. |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner. |
| | Sub-CLO | |
| | - | - |
| Brief Description of the Course | | This course covers the fundamentals and practice of poetry studies, examining the works of prominent Indonesian poets, from the earliest to the latest. Thus it also examines the history of the development of Indonesian poetry. The study is conducted using both intrinsic and extrinsic approaches (Wellek and Warren), or expressive, objective, mimetic, and pragmatic (Abrams). |
| Scientific Integration | | In poetry studies courses, scientific integrity refers to honest, critical, and fact-based analysis of poetry, without manipulation or plagiarism. Meanwhile, Islamic integrity includes understanding poetry by considering Islamic moral values, as well as appreciating spiritual and ethical aspects that are in line with Islamic principles. The integration of these two aspects helps students see poetry as a medium that combines the beauty of language and moral messages. |
| Research and Community Service Integration | | Book: Garam-garam Hujan (Kumpulan Puisi) Jamal D. Rahman - Hikayat...2004. |


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| Learning Materials | | <ol style="list-style-type: none"> 1. Introductory Lecture 2. Poetry Studies I: Muhammad Yamin: His Life History and Poetry 3. Poetry Review II: Sutan Takdir Alisjahbana: His Life History and Poems. 4. Poetry Review III: Sanusi Pane: His Life History and Poems 5. Poetry Review IV: Amir Hamzah: His Life History and Poems. 6. Poetry Review V: Chairil Anwar: His Life History and Poems. 7. Poetry Review VI: Sitor Situmorang: His Life History and Poems. 8. Poetry Review VII: Rendra: His Life History and Poems. 9. Poetry Review VIII: Taufiq Ismail: His Life History and Poems. 10. Poetry Review IX: Sutardji Calzoum Bachri: His CV and Poems. 11. Poetry Review X: D. Zawawi Imron: His Life History and Poems. 12. Closing Lecture. |
| References | | <ol style="list-style-type: none"> 1. Anwar, Chairil, 2003, <i>Derai-derai Cemara</i>, Jakarta: Horison 2. Bachri, Sutardji Calzoum, 2000, <i>O Amuk Kapak</i>, Jakarta: Horison 3. Hamzah, Amir, 1994, <i>Padamu Jua</i>, Jakarta: Grasindo 4. Imron, D. Zawawi, 1999, <i>Madura, Akulah Darahmu</i>, Jakarta: Grasindo 5. Ismail, Taufiq, 1993, <i>Tirani Benteng</i>, Jakarta: Yayasan Ananda 6. Pane, Armijn, 1954, <i>Sandjak-sandjak Muda Mr. Muhammad Yamin</i>, Jakarta: Firma Rada 7. Pane, Sanusi, 1931, <i>Madah Kelana</i>. Jakarta: Balai Pustaka 8. Pane, Sanusi, 1971, <i>Puspa Mega</i>. Jakarta: Pustaka Jaya 9. Rendra, <i>Empat Kumpulan Sajak</i>, Jakarta: Pustaka Jaya 10. Situmorang, Sitor, 2006, <i>Kumpulan Sajak 1980-2005</i>, Jakarta: Komunitas Bambu 11. Teeuw, A, 1980, <i>Sastra Baru Indonesia I</i>, Ende: Nusa Indah 12. Teeuw, A, 1989, <i>Sastra Indonesia Modern II</i>, Jakarta: Pustka Jaya 13. Yamin, Muhammad, ?, <i>Indonesia Tumpah Darahku</i>, Bukittinggi-Jakarta: Nusantara |


|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------|----------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR EACH MODULE (IN HOURS) | SEMESTER | COMPILATI ON CODE |
| Indonesian Language Curriculum and Textbook Analysis | FTK 6013104 | Compulsory | Theory: 3 ects | L= 26.7, T=32, E=32 TOTAL= 90.7 | 4 | July 8, 2024 |
| | | | Practice: - | | | |
| | | | Amount: 3 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Group Discussion and Lecture | | | | |
| Type of Examination | | 1. Attendance, quizzes, and assignments: 30 % 2. Mid-term EXAM: 30 % 3. Final-term EXAM : 40 % | | | | |
| Module Coordination | | Nur Syamsiyah, M.Pd. | | | | |
| Lecturer | | Nur Syamsiyah, M.Pd. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. | | | |
| | | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. | | | |
| | | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays | | | |

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| | | attention to and applies humanities values in accordance with the field of learning Indonesian language and literature. |
| | PLO-7 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration. |
| | CLO-044 | Able to apply the science of Indonesian language and literature education in schools and madrasas in accordance with the environment and the times. |
| | CLO-052 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-072 | Able to become an independent and collaborative educator. |
| | Sub-CLO | |
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| Brief Description of the Course | | This course examines the nature of the Indonesian curriculum and teaching materials, components of the Indonesian curriculum and teaching materials, curriculum content, curriculum characteristics, curriculum development in Indonesia, and compares the curriculum in Indonesia. In addition, this course also examines the competence of teachers as curriculum developers (in the context of the 2013 Curriculum, examining the differences in the basic frameworks that include: the nature, foundation, principles, 2013 curriculum edition 2013 to 2017 (revised edition), examine the graduate competency standards (SKL), content standards, process standards, and assessment standards in the 2013 curriculum, and examine the 2013 curriculum syllabus in Indonesian language and literature subjects at the primary and secondary education levels. |
| Scientific Integration | | In the Indonesian language and literature curriculum and teaching materials review course, scientific integrity means compiling and assessing curriculum and teaching materials objectively and scientifically. Meanwhile, Islamic integrity refers to the alignment of materials with Islamic values to form good character. The integration of the two results in teaching materials that are both scientific and ethical. |
| Research and Community Service Integration | | - |

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| Learning Materials | | <ol style="list-style-type: none"> 1. Basic concepts of curriculum 2. Curriculum approaches and principles 3. Components of Indonesian curriculum and teaching materials 4. Curriculum in force in Indonesia Part I (1984 curriculum, 1994 curriculum) 5. The curriculum that applies in Indonesia Part II (Competency-Based Curriculum / KBK and Education Unit Level Curriculum / KTSP) 6. Teacher competency standards in curriculum development and Indonesian teaching materials 7. The basic framework of the 2013 curriculum and its relevance to teaching materials: The nature, foundation, principles, and structure of the 2013 revised edition of the curriculum 2017 8. Graduate competency standards: Content standards, process standards, and assessment standards in the 2013 curriculum revised edition 2017 9. Differences and changes in graduate competency standards, content standards, process standards, and assessment standards in the development of the 2017 revised edition of the 2013 curriculum. 10. Syllabus for Indonesian Language and Literature subjects at the basic education level (SMP/MTs) 11. Syllabus for Indonesian Language and Literature subjects at the basic secondary education level (SMA/MA) 12. curricula in foreign countries (Japan, Finland, and China) 13. independent learning curriculum. |
| References | | <p>Depdiknas. 2006. <i>Panduan Pengembangan Silabus Mata Pelajaran Bahasa Indonesia</i>. Jakarta: Hamalik, O. 2008. <i>Manajemen Pengembangan Kurikulum</i>. Bandung: Rosda Karya.</p> <p>Hasan, S.H. 2008. <i>Evaluasi Kurikulum</i>. Bandung: Rosda Karya</p> <p>Hernawan, dkk. <i>Pengembangan Kurikulum dan Pembelajaran</i>. Jakarta: Universitas Terbuka.</p> <p>Nasution. 2005. <i>Asas-asas Kurikulum</i>. Jakarta: Bumi Aksara</p> <p>Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 tentang Standard Isi</p> <p>Peraturan Menteri Pendidikan Nasional No. 23 Tahun 2006 tentang Standar Kompetensi Lulusan</p> <p>Permendikbud Nomor 104 tahun 2014 Tentang Penilaian hasil belajar oleh pendidik pada pendidikan dasar dan menengah serta pedoman penilaian</p> <p>Permendikbud No. 105 tahun 2014 tentang pendampingan pelaksanaan kurikulum 2013 pada</p> |

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| | | pendidikan dasar dan menengah Sukmadinata, Nana Syaodih. 2001. <i>Pengembangan Kurikulum: Teori dan Praktik</i> . Bandung: Remaja Rosdakarya Undang-undang No. 23 Tahun 2005 tentang Sistem Pendidikan Nasional Yulaelawati, Ella. 2004. <i>Kurikulum dan Pembelajaran</i> . Bandung: Pakar Ray |
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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATI ON CODE |
| Indonesian Language and Literature Learning Strategies | FTK 6013107 | Compulsory | Theory: 3 ect | L= 26.7, T=32, E=32 TOTAL= 90.7 | 4 | June 5, 2024 |
| | | | Practice: - | | | |
| | | | Amount: 3 ect | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Literacy Based Learning, Active Learning, Quantum Learning, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, and Technological Pedagogical Content Knowledge. | | | | |
| Type of Examination | | a. Formative: Papers..... : 20 % Review/book review..... : 20 % b. Mid-term exam..... : 30 % c. Final-term exam.....: 30 % | | | | |
| Module Coordination | | Didah Nurhamidah, M.Pd. | | | | |
| Lecturer | | Didah Nurhamidah, M.Pd. | | | | |

|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
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| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATI ON CODE |
| Writing Learning | FITK 6013101 | Compulsory | Theory: 3 ects | L=40, T=48, E=48 TOTAL=136 | 4 | February 16, 2024 |
| | | | Practice: 1,5 | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Discovery Learning, Cooperative Learning | | | | |
| Type of Examination | | 1. Attendance: 10 % 2. Attitude: 10 % 3. Independent/structured assignment : 30% | | | | |
| Module Coordination | | Mahmudah Fitriyah Z.A. | | | | |
| Lecturer | | Mahmudah Fitriyah Z.A. | | | | |
| Course Requirements | | Listening learning, Speaking Learning, and Reading Learning | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. | | | |
| | | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. | | | |
| | | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. | | | |
| | | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. | | | |

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| | Course Learning Outcomes (CLO) | |
| | CLO013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration. |
| | CLO042 | Able to apply Indonesian language knowledge. |
| | CLO062 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation. |
| | CLO071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner. |
| | Sub-CLO | |
| | Sub-CLO 1 | Students are able to understand the types of writing |
| | Sub-CLO 2 | Students are able to plan an essay |
| | Sub-CLO 3 | Students are able to understand the use of diction, spelling, and punctuation |
| | Sub-CLO 4 | Students are able to explain effective sentences |
| | Sub-CLO 5 | Students are able to explain the nature of paragraphs |
| | Sub-CLO 6 | Students are able to distinguish types of paragraphs |
| | Sub-CLO 7 | Students are able to explain about letters and advertisements |
| | Sub-CLO 8 | Students are able to write critiques and essays |
| | Sub-CLO 9 | Students are able to compose dialog text |
| | Sub-CLO 10 | Students are able to compose interview text |
| | Sub-CLO 11 | Students are able to understand the types of writing |
| | Sub-CLO 12 | Students are able to understand writing reproduction |
| | Sub-CLO 13 | Students are able to understand the systematics of writing scientific papers |
| | Sub-CLO 14 | Students are able to compose fiction stories |
| Brief Description of the Course | | <ol style="list-style-type: none"> 1. This course covers the nature of writing, reasoning in essays, word choice and spelling, effective sentences, essay planning, paragraph development, narration and description, exposition, argumentation, and persuasion, writing letters and advertisements, writing criticism and essays, writing, dialog texts and interviews, reproducing writing, and writing fiction stories. 2. Students are expected to have knowledge and experience in writing and have writing skills in various forms of writing. |

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| Course Requirements | Planning for Indonesian Language Learning |
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| | | <ol style="list-style-type: none"> 3. Able to teach writing lessons: diction, spelling, effective sentences, essay planning, narrative essays, descriptions, expositions, arguments, persuasions, official letters, advertisements and scientific papers with PAIKEM methods, text-based teaching materials and contexts and conduct authentic assessments in classroom learning. 4. Able to compile writing learning tools in the form of syllabus, lesson plans, learning media, learning strategies, methods, techniques, and writing assessment systems. 5. Able to manage writing learning with an open and professional attitude. 6. Able to manage a writing, either writing: narration, description, exposition, argumentation, and persuasion. |
| Scientific Integration | | This writing course is related to all scientific disciplines because almost most of the courses in the PBSI study program, especially learning, language, and literature courses, ask for final assignments by writing scientific articles and writing fiction. The connection with Islam can be seen from the themes or topics they write about. Avoiding plagiarism also reflects Islam, namely honesty and scientific ethics. |
| Research and Community Service Integration | | <p>Journal: Penggunaan Aplikasi Nearpod dalam Pembelajaran Menulis Teks Iklan Siswa Kelas VIII MTS Negeri 3 Bogor Tahun Pelajaran 2022/2023.</p> <p>Aslami, R., & ZA, M. F. - <i>Prosiding Samasta</i> (2023).</p> |
| Learning Materials | | <ol style="list-style-type: none"> 1. <i>The nature of writing</i> 2. <i>Types of writing</i> 3. <i>Planning an essay</i> 4. <i>Diction, spelling, punctuation</i> 5. <i>Effective sentences</i> 6. <i>Paragraphs and their development</i> 7. <i>Types of paragraphs</i> 8. <i>Letter and advertisement writing</i> 9. <i>Criticism and essay writing</i> 10. <i>Writing dialog and interview texts</i> 11. <i>Reproduction of writing</i> 12. <i>Writing systematics</i> |

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| References | | <p>The main</p> <ol style="list-style-type: none"> 1. Arifin, E. Zainal dan S. Amran Tasai. Cermat Berbahasa Indonesia. Jakarta: Akademika Pressido, 2006 2. Akhadiah, Sabarti dan Sakura Ridwan. Pembinaan Kemampuan Menulis Bahasa Indonesia. Jakarta: Airlangga, 1993 3. Finoza, Lamuddin. Komposisi Bahasa Indonesia. Jakarta: Diksi Insan Mulia, 2001. 4. Hs., Widjono. Bahasa Indonesia. Jakarta: Grasindo, 2007. 5. Keraf, Gorys. Komposisi. Ende: Nusa Indah, 1993. 6. ----- . Diksi dan Gaya Bahasa. Jakarta: PT Gramedia Pustaka Utama, 2015 7. Kridalaksana, Harimurti. Kamus Linguistik. Jakarta: PT Gramedia Pustaka Utama, 2001. 8. Kusumah, Encep, Yeti Mulyati, Puji Santosa. Menulis 2. Jakarta: Universitas Terbuka, 2008. 9. Putra, R. Masri Sareb Putra. Kiat Menghindari Plagiat. How to Avoid Plagiarisme. Jakarta: Indeks, 2011. 10. Suyatno dan Asep Jihad. Betapa Mudah Menulis Karya Ilmiah. Yogyakarta: Eduka, 2009. 11. Suparno dan M. Yunus. Keterampilan Dasar Menulis. Jakarta: Universitas Terbuka, 2004. 12. Tarigan, Henry Guntur. Menulis sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa, 1983 13. Wijayanti, Sri Hapsari, dkk. Bahasa Indonesia; Penulisan dan Penyajian Karya Ilmiah. Jakarta: Rajawali Pers, 2017. 14. Yunus, M. Menulis 1. Jakarta: Universitas Terbuka, 2008. <p>Supporters</p> <ol style="list-style-type: none"> 1. Kasurijanto, dkk. Strategi Belajar Mengajar Bahasa Indonesia. Surabaya: JPBSI IKIP Surabaya, 1989. 2. Nurgiyantoro, Burhan. Penilaian dalam Pengajaran Bahasa dan Sastra. Yogyakarta: BPFE, 1987. 3. Syamsuddin, A.R. Dari Ide Bacaan Simakan Menuju Menulis Efektif. Bandung: Bumi Siliwangi, 1994. |
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| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |

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| | PLO-4 | Apply the science of education, language, and Indonesian literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |
| | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration |
| | CLO-042 | Able to apply Indonesian language science |
| | CLO-044 | Able to apply the science of Indonesian language and literature education in schools and madrasas in accordance with the environment and the times |
| | CLO-062 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation. |
| | CLO-071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner |
| | CLO-072 | Able to become an independent and collaborative educator |
| | Sub-CLO | |
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| Brief Description of the Course | | Through this course, students are expected to demonstrate the attitudes and behavior of pious, religious people, and uphold humanitarian values based on scientific, Islamic, and Indonesian values. Apply educational science, Indonesian language, and literature in the learning process in schools and madrasas and other institutions in accordance with the environment and developments of the times. Able to collaborate in teams, demonstrate creative, innovative, critical thinking and problem-solving abilities in the development of science and implementation of tasks in the world of work whose application is based on Islamic values and morals. Able to develop the science and professionalism of Indonesian language and literature in a sustainable, independent, and collective manner in order to realize themselves as true educators who are learners. |

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| Scientific Integration | | In Indonesian language teaching, the discussion method can be applied with the principle of shura (deliberation) in Islam. It teaches students to work together, listen to others' opinions, and come to an agreement. |
| Research and Community Service Integration | | Journal: Pembelajaran produktif berbasis literasi digital pada mahasiswa BIPA (Bahasa Indonesia untuk Penutur Asing) E Susanti, D Nurhamidah - Diksa: Jurnal Pendidikan Bahasa dan Sastra Indonesia, 2022 |
| Learning Materials | | <ol style="list-style-type: none"> 1. Definition, purpose and difference of learning management and classroom management 2. Problems in classroom management 3. How to prevent classroom management problems 4. Teacher Competency Standards 5. Literacy-Based Learning Strategies 6. Midterm Exam 7. Integrating TPACK in Learning 8. Adaptive Learning and Differentiated Instruction 9. Diagnosis of learning difficulties 10. Definition, function, purpose, and preparation of remedial program 11. Learning Strategies for Developing Critical and Creative Thinking 12. The Role of the Teacher as a Facilitator in Learning |

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| References | <ol style="list-style-type: none"> 1. Arends, R. I. (2012). <i>Learning to Teach</i>. New York: McGraw-Hill. 2. Joyce, B., Weil, M., & Calhoun, E. (2015). <i>Models of Teaching</i> (9th ed.). Boston: Pearson. 3. Killen, R. (2007). <i>Effective Teaching Strategies: Lessons from Research and Practice</i> (4th ed.). Melbourne: Cengage Learning. 4. Eggen, P., & Kauchak, D. (2012). <i>Strategies and Models for Teachers: Teaching Content and Thinking Skills</i> (6th ed.). Boston: Pearson. 5. Said, A. (2017). <i>95 Strategi Mengajar Multiple Intelligences</i>. Rawamangun: Kencana. 6. Abimanyu, Soli, dkk. (2008). <i>Strategi Pembelajaran 3 SKS</i>. Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional. 7. Sudirman, S., & Maru, R. (2016). <i>Implementasi Model-Model Pembelajaran dalam Bingkai Penelitian Tindakan Kelas</i>. Makassar: Badan Penerbit UNM. 8. Nurdyansyah, N., & Fahyuni, E. F. (2016). <i>Inovasi model pembelajaran sesuai kurikulum 2013</i>. 9. Sihotang, H. (2020). <i>Buku Materi Pembelajaran Pengembangan Pembelajaran</i>. Jakarta: Universitas Kristen Jakarta. 10. Afandi, M., Chamalah, E., Wardani, O. P., & Gunarto, H. (2013). <i>Model dan metode pembelajaran</i>. Semarang: Unissula, 11. Helmiati. (2012). <i>Model Pembelajaran</i>. Yogyakarta: Aswaja Pressindo. 12. Kementrian Pendidikan dan Kebudayaan.(2017), <i>Model-Model Pembelajaran</i>. Jakarta: Direktorat Pembinaan SMA. 13. Taniredja, T., Faridli, E. M., & Harmianto, S. (2011). <i>Model-model pembelajaran inovatif</i>. Bandung: ALFABETA 14. Hamdan, H. (2014). <i>Pengembangan Kurikulum Pendidikan Agama Islam (PAI): Teori dan Praktek</i>. Banjarmasin: IAIN Antasri Press. 15. Silaban, S. (2021). Pengembangan program pengajaran. Yayasan Kita Menulis. 16. Junaedi, dkk, (2008). Strategi Pembelajaran. Surabaya: LAPIS-PGMI. 17. Zunidar, Z. (2020). Strategi Pembelajaran. 18. Haidir dan Salim, H. (2012). Strategi Pembelajaran.Medan: Perdana Publishing. 19. Awang, I. S. (2017). Strategi Pembelajaran, tinjauan umum bagi pendidik. Sintang: STKIP Persada Khatulistiwa. 20. Nasution, W. N. (2017). Strategi pembelajaran. Medan: Perdana Publishing. |
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| | | <p>21. Kementrian Pendidikan dan Kebudayaan.(2017), Panduan Implementasi Abad 21 Kurikulum 2013 di SMA. Jakarta: Direktorat Pembinaan SMA.</p> <p>22. Rayon 126 Universitas Halu Eleo. (2014). Model-Model Pembelajaran. Kendari: UHO.</p> |
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5nd Semester

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|  | | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Indonesian Language and Literature Media | FTK 6013108 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 5 | 24-July-2024 |
| | | | Practice: - | | | |

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| | | | Amount: 4,5 ects | | | |
| Language Details | Indonesian | | | | | |
| Teaching Methods | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning | | | | | |
| Type of Examination | a. Formative: Papers..... : 15 % Review/book review..... : 15 % b. Mid-term exam..... : 30 % c. Final-term exam.....: 40 % | | | | | |
| Module Coordination | Didah Nurhamidah, M.Pd. | | | | | |
| Lecturer | Didah Nurhamidah, M.Pd. | | | | | |
| Course Requirements | Indonesian Language and Literature Learning Strategies | | | | | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | | | | | |

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| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |
| | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner.CLO |
| | Course Learning Outcomes (CLO) | |

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| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration |
| | CLO-041 | Able to apply education knowledge |
| | CLO-044 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature. |
| | CLO-062 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | CLO-072 | Able to become an independent and collaborative educator |
| | Sub-CLO | |
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| Brief Description of the Course | | This course explores various aspects and provides training to students on how to identify, select, use, and develop learning media, as well as create learning media suitable for Indonesian language subjects. The course materials include an introduction to several types of media, criteria for selecting learning media, usage, media development, creation of technology-based teaching aids, use and management of learning resources, interactive learning multimedia, and contextual learning media based on information technology. Discussions are complemented by practical exercises in designing and producing various types of media that suit the characteristics of the Indonesian language. |
| Scientific Integration | | Indonesian language and literature learning media courses have scientific and Islamic integration, namely science in the field of language education involves theories about how media can be used to support the teaching and learning process. |
| Research and Community Service Integration | | Journal: The Application of Look, Make and Fix Games Using Tangram Media to Improve Children's Visual-Spatial Intelligence |

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| Learning Materials | | <ol style="list-style-type: none">1. Definition and characteristic of Indonesian learning media and technology2. Taxonomy of learning media3. Historical foundation of learning media and technology development4. Interactive learning media5. Indonesia language learning media development6. Visual-based learning media7. Audio-visual based learning media8. Digital lks and evaluation media development9. E-modul learning media10. Website in learning11. Software in learning12. Computer programming13. Learning media script writing |
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| References | <p>Heinich, R., Molenda, M., & Russell, J. D. (2017). <i>Instructional Media and Technologies for Learning</i> (11th ed.). Boston: Pearson.</p> <p>Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2015). <i>Instructional Technology and Media for Learning</i> (10th ed.). Boston: Pearson.</p> <p>Kemp, J. E., & Dayton, D. K. (2013). <i>Planning and Producing Instructional Media</i>. New York: Harper & Row Publishers.</p> <p>Azhar Arsyad. 2011. <i>Media Pembelajaran</i>. Jakarta: PT Raja Grafindo Persada.</p> <p>Sadiman, A. S., Rahardjo, Haryono, A., & H. 2014. <i>Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya</i>. Jakarta: PT Raja Grafindo Persada.</p> <p>Nasution, S. 1982. <i>Teknologi Pendidikan</i>. Bandung: Jemars</p> <p>Sulaeman, Amir Hamzah. 1985. <i>Media Audio-Visual</i>. Jakarta: Gramedia</p> <p>Dickers, S., Martin, J., & Coutler, B. 2011. <i>Mobile Media Learning</i>. Halifax: ETC Presss.</p> <p>Elcom. 2010. <i>Google Android - Sistem Operasi Ponsel Masa Depan</i>. Yogyakarta: Andi Offset.</p> <p>Huda, A. 2013. <i>Live Coding 9 Aplikasi Android Buatan Sendiri</i>. Yogyakarta: Andi Offset.</p> <p>Mayer, R. E. 2009. <i>Multimedia Learning: Prinsip-Prinsip dan Aplikasi</i>. Yogyakarta: Pustaka Pelajar.</p> <p>Musfiqon, H. 2012. <i>Media dan Sumber Pembelajaran</i>. Jakarta: Prestasi Pustaka.</p> |
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| | | <p>Pribadi, B. A. 2017. <i>Media & Teknologi dalam Pembelajaran</i>. Jakarta: Prenadamedia Group.</p> <p>Pujiriyanto. 2012. <i>Teknologi untuk Pengembangan Media dan Pembelajaran</i>. Yogyakarta: UNY Press.</p> <p>Rahyubi, H. 2014. <i>Teori-Teori Belajar dan Aplikasi Pembelajaran Motorik</i>. Bandung: Nusa Media.</p> <p>Riyana, C., & Susilana, R. 2008. <i>Media pembelajaran : Hakikat, pengembangan, pemanfaatan dan penilaian</i>. Bandung: FIP UPI.</p> <p>Sadiman, A. S. 2006. <i>Media Pendidikan</i>. Jakarta: Raja Grafindo Persada.</p> <p>Sanaky, H. A. 2013. <i>Media Pembelajaran Interaktif-Inovatif</i>. Yogyakarta: Kaukaba Dipantara.</p> <p>Satyaputra & Aritonang. 2014. <i>Beginning Android Programming with ADT Budle</i>. Jakarta: PT. Elex Media Komputindo.</p> <p>Seels, B. B., & Richey, R. C. 1994. <i>Instructional Technology</i>. Washington: Association for Educational Communications and Technology.</p> <p>Setyoko. 2012. <i>Pembelajaran Berbasis Mobile Learning</i>. Malang: Universitas Negeri Malang.</p> <p>Suryani, N., & Setiawan, A. 2018. <i>Media Pembelajaran Inovatif dan Pengembangannya</i>. Bandung: Remaja Rosdakarya.</p> <p>Sutopo, A. H. 2012. <i>Teknologi Informasi dan Komunikasi dalam Pendidikan</i>. Yogyakarta: Graha Ilmu.</p> <p>Susilana & Riyana. 2008. <i>Media pembelajaran (hakikat, pengembangan, pemanfaatan dan penilaian)</i>. Bandung: FIP UPI</p> <p>Warsita, B. 2008. <i>Teknologi pembelajaran, landasan dan aplikasinya</i>. Jakarta: Rineka Cipta</p> |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|-------------------|--------------------|----------------|---------------------|----------------------------------------|----------|---------------------|
| Psycholinguistics | FTK 6013123 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 5 | 24-July-2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |

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| Teaching Methods | Small Group Discussion, Contextual Learning, Project Based Learning | |
| Type of Examination | Test and non test | |
| Module Coordination | Dr. Dona Aji Karunia Putra, M.A. | |
| Lecturer | Dr. Dona Aji Karunia Putra, M.A | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |

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| | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner.CLO |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration |
| | CLO-042 | Able to apply Indonesian language knowledge. |
| | CLO-062 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |

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| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner. |
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| Brief Description of the Course | | The Psycholinguistics course includes a set of teaching materials such as: basic concepts of psycholinguistics, a brief history of psycholinguistics, psycholinguistics as a science, the relationship between psycholinguistic theory as a science, the relationship between psychological theory and linguistic theory, theories of thinking, language, culture, children's language acquisition and development, language learning and teaching, some aspects of neurolinguistics, and language disorders. |
| Scientific Integration | | Examine the cognitive, neurological and social aspects of language with a scientific approach, and develop research in the field of language acquisition and use. Understanding language as a gift from Allah, teaching language ethics based on Islamic values, and utilizing language as an effective means of da'wah. Appreciate the diversity of languages and cultures in Indonesia, and promote Bahasa Indonesia as a means of communication that unites and reflects national identity. |

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| Research and Community Service Integration | | Journal: The Impact of Online Games on Children's Second Language Acquisition |
| Learning Materials | | <ol style="list-style-type: none">1. Basic concepts of Psycholinguistics2. A brief history of psycholinguistics3. Position of Psycholinguistics as a scientific discipline4. Relationship between Psychological theories and Linguistic theories5. Theories of thinking, language, and culture6. The process of language acquisition and development7. Language learning and teaching processes8. Aspects of neurolinguistics9. Some language disorders |

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| References | | <p>Subyanto M. Utari. Psikolinguistik Suatu Pengantar. Jakarta: Depdikbud, 1988.</p> <p>Simanjuntak, Mangantar. Pengantar Psikolinguistik Modern. Kuala Lumpur: Penerbit Dewan Bahasa, 1987.</p> <p>Taylor Insap. Introduction to Psicolinguistics. New York: Moet Richat dan Wiston, 1976.</p> <p>Nuryani dan Dona Aji Karunia Putra. Psikolinguistik. Tangerang Selatan: Mazhab Ciputat, 2013.</p> <p>Tarigan, Henry Guntur. Pengajaran Psikolinguistik. Bandung: Angkasa, 1988.</p> <p>Chaer, Abdul. Psikolinguistik Kajian Teoretik. Jakarta: Rineka Cipta, 2009.</p> <p>Dardjowidjojo, Soenjono. Psikolinguistik: Pemahaman Bahasa Manusia. Jakarta: Yayasan Obor Indonesia, 2003.</p> <p>Steinberg, Danny D, dkk. Psikolinguistics: Language, Mind, and Word. England: Longman, 2001.</p> <p>Ahlen, Elisabeth. Introduction to Neurolinguistics. Amsterdan: John Benjamins, 2006.</p> <p>Jurnal-jurnal Pendidikan Bahasa, Sastra, dan Pendidikan Bahasa dan Sastra Indonesia</p> <p>Article examples</p> |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|---------------------------|--------------------|---------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Comparative Literature | FTK 6013138 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 5 | 14-06-2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion and Project Based Learning | | | | |

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| Type of Examination | Test and non test | |
| Module Coordination | Novi Diah Haryanti, M.Hum. | |
| Lecturer | Novi Diah Haryanti, M.Hum. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays |

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| | | attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration. |
| | CLO-043 | Able to apply the knowledge of Indonesian literature. |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the Indonesian language curriculum. |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner. |

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| | Sub-CLO | |
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| Brief Description of the Course | | This course covers the definition and nature of comparative literature, the problems of comparative literature, the comparative study of Indonesian works with foreign works both old and modern literary works, the comparative study of transformed literary works with their hypograms, the comparative study of original literary works, with borrowed works, influences, and translations, the comparative study of literary works with their translated works. |
| Scientific Integration | | Uses literary methods and theories to analyse cross-cultural works, and involves in-depth, data-driven academic research. Embedding Islamic values in literary criticism, and studying Islamic literary works from various traditions as part of global comparisons. Promote appreciation of Indonesian literature, highlight local themes, and instil national values in literary analysis. |
| Research and Community Service Integration | | Journal: Pesantren, Women, and the Subaltern in Perempuan Berkalung Sorban and Hati Suhita. |

Learning Materials

1. The nature, classification, and problems of comparative literature
2. Intertextual Studies
3. Comparative Literature of the Archipelago
4. Epigone, Influence, and Plagiarism
5. Translation
6. Adaptation
7. Ekranisation and Decranisation
8. Comparing poetry with poetry
9. Comparing prose with prose
10. Comparing drama script with drama script
11. Comparing novels with films
12. Comparative Literature and Literature Learning in Schools


References

1. Damono, Sapardi Djoko. 2005. *Sastra Bandingan*. Jakarta : Editum.
2. Damono, Sapardi Djoko. 2016. *Alih Wahana*. Jakarta: Editum.
3. Endraswara, Suwardi. 2010. *Metodologi Penelitian Sastra Bandingan*. Jakarta : Buku Pop.
4. Erowati, Rosida dan Ahmad Bahtiar. 2011. *Sejarah Sastra Indonesia*. Jakarta: Universitas Islam Negeri Syarif Hidayatullah Jakarta.
5. Eneste, Pamusuk. 1991. *Novel dan Film*. Ende Flores: Nusa Indah Ende
6. Welek, Rene dan Austin Waren. 1993. *Teori Kesusastraan*. Melani Budianta. Jakarta : Gramedia.
7. Hanum, Zulfa. 2005. *Kesusastraan Bandingan*. Malaysia : Darul Ehsan. 2005.
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9. Trisman, B. Sulistiawati. Dan Marthalena. 2003. *Antologi Sastra Bandingan dalam Sastra Indonesia*. Jakarta:Yayasan Obor.
10. Jurnal Kalam. 2005. *Sastra Bandingan*. Jakarta: Yayasan Kalam.
11. Jurnal Kritik 2013. *Sastra Bandingan Sejarah, Teori, Terapan*. Depok: Komodo Books



**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

|  | | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | Document Code |
|-----------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Pragmatics | FTK 6013122 | Compulsory | Theory: 3 ects | | 5 | 9-July-2024 |
| | | | Practice: - | | | |
| | | | Amount: 3 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning | | | | |

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| Type of Examination | Test and non-test | |
| Module Coordination | Makyun Subuki, M.Hum. | |
| Lecturer | Makyun Subuki, M. Hum. | |
| Course Requirements | To be able to take this course, students must have passed general linguistics, phonology, morphology, and syntax, semantics, and linguistics. | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitude and behaviour of a pious, religious person who upholds human values based on scientific, Islamic and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays |

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| | | attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration |
| | CLO-042 | Able to apply Indonesian language knowledge |
| | CLO-051 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner |

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| | Sub-CLO | |
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| Brief Description of the Course | | This course covers the history of pragmatics, definition of pragmatics, scientific status of pragmatics, objects and limits of pragmatic studies, speech-act theory, performative hypothesis, locution-illocution-perlocution, macrofunctions of speech acts, principles of politeness, FTA (face threatening act) and politeness strategies, universal pragmatics, pragmatic studies in the Arab-Islamic scientific tradition (Balaghah, Ulumul Quran, Ushul Fiqh), and pragmatics and language teaching. |
| Scientific Integration | | One of the main topics of discussion in pragmatics is speech acts, which are the ways we use language to perform actions such as asking, giving orders, offering, or suggesting. |
| Research and Community Service Integration | | Journal: Identity and Piety: Critical Discourse Analysis on Indonesian Ulema Council's Fatwa About the Law Using Non-Muslim Religious Attributes |

Learning Materials

1. History, definition, and scientific status of pragmatics.
2. Scope and object of study of pragmatics: pragmatics-semantics-syntax (utterance-proposition-sentence), dimensions of meaning in pragmatics and semantics, pragmatics and sociolinguistics, and pragmatics and discourse analysis
3. Performative hypothesis and speech act theory: constative speech-performative speech, and truth condition-felicity condition.
4. Locution, illocution, and perlocution aspects of speech
5. Macrofunctions of speech acts.
6. Searle: assertive, directive, commissive, expressive, and declarative.
7. Habermas: assertive, regulative, and avowal.
8. Cooperative principle
9. Implicature and indirect speech-act.
10. Relevance theory
11. Politeness principle.
12. FTA (Face Threatening Act) and politeness strategy.
13. Universal pragmatics.

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| | | <p>14. Pragmatics Studies in the Arab-Islamic Scholarly Tradition (Balaghah, Ulumul Quran, Ushul Fiqh).</p> <p>15. Pragmatics and language teaching</p> |
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References

Required:

- a. Austin, John L. 1962. *How to Do Things with Word (edisi kedua)*. Oxford: Oxfod University Press.
- b. Cummings, Louise. 1999/2007. *Pragmatik: Sebuah Pendekatan Multidisipliner (Terjemahan Pragmatics: A Multidisciplinary Perspective oleh Eti Setiawati et al.)*. Yogyakarta: Pustaka Pelajar.
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- j. Al-Hasyimi, Ahmad. 1960. *Jawahir al-Balaghah: fi al-Ma'ani wa al-Bayan, wa al-Badi'*. Jakarta: Dar Ihya al-Kutub al-Arabiyah.
- k. Al-Jarim, Ali dan Muṣṭafa Amīn. t.t. *Al-Balāghah al-Wāḍihah: Al-Bayān wa al-Ma'āni wa al-Badī'*. Kairo: Dar al-Ma'ārif.
- l. Al-Jurjani, 'Abd al-Qāhir ibn 'Abd ar-Rahmān ibn Muhammad. T.t. *Asrār al-Balāghah: fi 'Ilm al-Bayān (edisi Dr. Muhammad al-Iskandarani dan Dr. M. Mas'ud)*. Beirut: Dar al-Kitab al-'Arabiyah.
- m. ----- . 1984. *Dalā'il al-I'jāz (edisi Mahmūd Muhammad Syākir)*. Kairo: Maktabah al-Khānījī.

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| | | <p>n. Al-Maliki, Muhammad 'Alawi. 2003. <i>Samudera Ilmu-ilmu al-Quran: Ringkasan Kitab al-Itqān fī 'Ulūm al-Quran</i>. Terjemahan Zubdah al-Itqān fī 'Ulūm al-Qur'ān oleh Tarmana Abdul Qasim. Bandung: Mizan.</p> <p>o. Al-Qattān, Mannā' Khalīl. 1995. <i>Mabāhiś fī 'Ulūm al-Qur'ān</i>. Kairo: Maktabah Wahbah.</p> <p>p. As-Suyutī, 'Abd ar-Rahman Jalal ad-Dīn. 2000. <i>Al-Itqan fī Ulūm Al-Qur'an (edisi Dr. Mushthafa Dayb al-Bugha)</i>. Beirut: Dar Ibn Katsir.</p> <p>q. 'Atwi, Rafīq Khalīl. 1989. <i>Ṣinā'ah al-Kitābah: 'Ilm al-Bayan, 'Ilm al-Ma'ani, 'Ilm al-Badi'</i>. Beirut: Dār 'Ilm li al-Malāyīn.</p> <p>'Ayd, Rajā'. t.t. <i>Falsafah al-Balāghah: Bayn at-Taḥniyyah wa at-Tathawwur</i>. Kairo: Munsyi'ah al-Ma'arif.</p> <p>Support:</p> <p>a. Ariel, Mira. 2008. <i>Pragmatics and Grammar</i>. Cambridge: Cambridge University Press.</p> <p>b. Gunarwan, Asim. 2007. <i>Pragmatik: Teori dan Kajian Nusantara</i>. Jakarta: Penerbit Universitas Atma Jaya.</p> <p>c. Littlejohn, Stephen W. 2002. <i>Theories of Human Communication (edisi ketujuh)</i>. Belmont: Wadsworth/Thomson Learning.</p> <p>d. Mey, Jacob L. 2009. <i>Concise Encyclopedia of Pragmatics (edisi kedua)</i>. Oxford: Elsevier.</p> <p>e. Jaszczolt, K.M. 2002. <i>Semantics and Pragmatics: Meaning in Language and Discourse</i>. Edinburgh: Pearson Education.</p> <p>f. Cruse, Alan. 2004. <i>Meaning in Language: An Introduction to Semantics and Pragmatics</i>. Oxford: Oxford University Press.</p> <p>g. McCarthy, Thomas. 1978. <i>The Critical Theory of Jurgen Habermas</i>. Massachusset: The Massachusset Institute of Technology Press.</p> |
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| | | <p>h. Horn, Laurence R., dan Gregory Ward (ed). 2004. <i>The Handbook of Pragmatics</i>. Malden: Balckwell Publishing Ltd.</p> <p>i. Abu Zayd, Naşr <u>H</u>amid. 1993/2005. <i>Tekstualitas Al-Qur'an: Kritik terhadap Ulumul Qur'an</i>. Terjemahan <i>Maḥmūn an-Nash: Dirāsah fī Ulūm al-Qur'ān</i> oleh Khoiron Nahdliyyin. Yogyakarta: LKiS.</p> <p>j. ----- . 1996. <i>Al-Ittijāh al-'Aql fī at-Taḥsīn: Dirāsah fī Qadhlīyah al-Majāz fī al-Qur'ān 'ind al-Mu'tazilah</i>. Beirut. Al-Markaz aś-Śaqafī al-'Arabi.</p> <p>Al-Ghulayayn, Mushthafa. 1987. <i>Jāmi' ad-Durūs al-'Arabiyyah (edisi Dr. Abd al-Mun'im Khafāji)</i>. Beirut: Al-Maktabah al-'Aşriyah.</p> |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|------------------|
| Statistics | FTK 6019213 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 5 | 24-July-2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning | | | | |

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| Type of Examination | Test and non-test | |
| Module Coordination | Gusni Satriawati, M.Pd. | |
| Lecturer | Gusni Satriawati, M.Pd. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitude and behaviour of a pious, religious person, and uphold human values based on scientific, Islamic and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays |

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| | | attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration |
| | CLO-041 | Able to apply education knowledge |
| | CLO-052 | Able to implement science and technology in accordance with the field of learning Indonesian language and literature |
| | CLO-072 | Able to become an independent and collaborative educator |

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| | Sub-CLO | |
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| Brief Description of the Course | | The Statistics of Education course is a course presented to students to provide knowledge and practice of analysing data, especially educational data. The materials discussed include knowledge and practice regarding reading, presenting, analysing, and interpreting data as well as conducting statistical hypothesis testing which is implemented in data analysis related to educational data. |
| Scientific Integration | | The educational statistics course has scientific integration, namely an understanding of basic statistical concepts, such as data distribution, regression, hypothesis testing, variance analysis, and so on. |
| Research and Community Service Integration | | Journal: Students' profile on higher order mathematical thinking skill at Islamic Junior High School (MTsN) in Indonesia |

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| Learning Materials | | <ol style="list-style-type: none">1. Statistical Concepts, Variables, Measurement Scales, and Types of Analysis2. Presentation of data3. Measures of data centres and distribution4. Normal distribution and standardised scores5. Correlation6. Linear regression7. Hypothesis testing8. Non-parametric statistics |
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| References | | <p>Primary Source:</p> <p>Walpole (1995), Introduction to Statistics (third edition), Jakarta: Gramedia.</p> <p>Siegel S (1985), Nonparametric Statistics, Jakarta: Gramedia.</p> <p>Ruseffendi (1998), Basic Statistics for Educational Research, Bandung: Ikip Bandung Press</p> <p>Sudjana (1996), Applied Statistics in Social Sciences and Education, Jakarta: Reneka Cipta.</p> <p>Kadir (2010), Educational Statistics for Social Sciences, Rosemata Sampurna.</p> <p>Supporting Sources:</p> <p>Kadir (2016), Applied Statistics: Concepts, Examples and Data Analysis with the SPSS / Lisrel Programme in Research. Jakarta: RajaGrafindo.</p> <p>Gall, Meredith. P., Joyce, P. & Borg, Walter R. (2003). Educational Research: An Introduction</p> |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION
PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH
JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|---------------------|--------------------|-----------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| BIPA LEARNING | FTK 6013110 | Required Courses for Study Program | Theory: 2.5 etcs | L=40, T=48, E=48 Total=136 | 5 | 24 July 2024 |
| | | | Practices: 2 etcs | | | |
| | | | Total: 4.5 etcs | | | |
| Language Details | | Indonesia (100 %) | | | | |
| Teaching Methods | | Lecture and Tutorial Method | | | | |
| Type of Examination | | a. Formatif: 40% b. UTS : 30% c. UAS : 30 % | | | | |

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| Module Coordination | Rosida Erowati, M.Hum. | |
| Lecturer | Rosida Erowati, M.Hum. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | CPL-2 | Mastering the development of language learning theories, literature, and language pedagogy, and being able to apply them in teaching the Indonesian language at primary and secondary education levels, following scholarly procedures rooted in Islamic and Indonesian values. |
| | CPL-3 | Mastering theories of learner characteristics, language and literature teaching methodologies, and instructional models, and being able to apply them in teaching the Indonesian language at primary and secondary education levels, following scholarly procedures grounded in Islamic and Indonesian values. |
| | CPL-6 | Mastering curriculum theory, design, management, assessment, and pedagogical technology in education, and being able to apply these in Indonesian language teaching in an innovative, genre-based, and literacy-oriented approach by utilizing advanced educational technology. |


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| | Course Learning Outcomes (CLO) | |
| | CLO013 | Able to uphold humanitarian values by implementing the integration of science, Islam and Indonesian-ness |
| | CLO033 | Able to convey messages verbally or in writing in Indonesian and/or foreign languages |
| | CLO062 | Able to demonstrate creative, innovative work, critical thinking and solution-oriented in scientific development and task implementation. |
| | CLO072 | Able to be an independent and collaborative educator |
| | Sub-CLO | |
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| Brief Description of the Course | BIPA learning is a course prepared to equip students who will become BIPA teachers. BIPA learning is different from Indonesian language learning in general. For that, students must truly understand the nature of BIPA learning even though conceptually and theoretically the nature of learning is the same. The difference lies in several things including curriculum, learners, teaching materials, and so on. The characteristics of Indonesian language learners in this case foreign speakers will experience various problems during the learning process and outside the learning process. As a BIPA teacher, you must know these problems and how to overcome them. |
| Scientific Integration | Discussing cultural diversity in Indonesia, as well as the role of the Indonesian language as a unifying force; Introducing Islamic culture in Indonesia, such as religious traditions, Islamic art, and Islamic architecture. |
| Research and Community Service Integration | Journal: Characteristics of BIPA Learning at UIN Syarif Hidayatullah |
| Learning Materials | <ol style="list-style-type: none"> 1. Introduction to BIPA Learning Lectures 2. Definition and nature of BIPA Learning 3. Identification of problems in BIPA Learning 4. Basic Principles of BIPA Learning 5. Components in BIPA Learning 6. Stages in BIPA Learning 7. Text-Based BIPA Teaching 8. Culture shock 9. Spelling and Phonology in BIPA Learning 10. Morphology in BIPA Learning 11. Syntax and semantics in BIPA Learning 12. Language Skills in BIPA Learning |

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| | <div>13. Cultural and Literary Competence in BIPA Learning</div> <div>14. National Insight for BIPA Teachers</div> |
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References

1. Badan standar Nasional Pendidikan. 2007. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 tahun 2007 tentang Standar Proses untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Depdiknas.
2. Burmeister, Lou E. 1978 Reading Strategies for Middle and Secondary School Teachers. Massachusetts Addison-Wesley Publishing Company.
3. Brown, H.D. (1993). Principles of Language and Teaching. USA. Prentice Hall International, Ltd.
4. Brown, H.D. (1994) Teaching by Principles: An Interactive Approach to Language Paedagogy. USA: Prentice Hall
5. Depdiknas. (2004). LENTERA INDONESIA Penerang untuk Memahami Masyarakat dan Budaya Indonesia. Jakarta: Pusat Bahasa Depdiknas Republik Indonesia.
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9. Goodman, Yetta, M., Watson. Doroty, J., & Burke, Carolyn, L. (1996). Reading Strategies: Focus on Comprehension. Richard C. Owen Publishers, Inc., Katonah. New York.
10. Hall, Nigel (1987). The Emergence of Literacy. Heinemann, Portsmouth, Nh.
11. Hamid, Fuad Abdul. 1987. Proses Belajar Mengajar Bahasa. Jakarta: Dirjen Dikti. Idris, Nuny Sulistiany. 2000. "Ragam Media dalam Pembelajaran BIPA" dalam Prosiding KIPBIBA III. Bandung: CV Andira.

|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Evaluation of Learning Indonesian Language and Literature | FTK 6013109 | f. clumps of applied sciences. | Theory: 1.5 ects | L=40, T=48, E=48 Total=136 | 5 | August 20, 2024 |
| | | | Practices: 1.5 ects | | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesian (100%) | | | | |
| Teaching Methods | | Lectures are conducted in the form of student presentations | | | | |

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| Type of Examination | a. Formative: 30 % d. Midterm Exam: 30% e. End of Semester Exam: 40% | |
| Module Coordination | Nur Syamsiyah, M.Pd. | |
| Lecturer | Nur Syamsiyah, M.Pd. | |
| Course Requirements | Curriculum and learning Curriculum review Learning strategy | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values.. |

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| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |
| | PLO-6 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation |
| | PLO-7 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner |
| | Course Learning Outcomes (CLO) | |
| | CLO012 | Able to internalize religious values |
| | CLO042 | Able to apply Indonesian language science |
| | CLO062 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation |

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| | CLO071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner |
| | Sub-CLO | |
| | Sub-CLO 1 | Students are able to understand the position of education evaluation in curriculum and teaching. |
| | Sub-CLO 2 | Students are able to understand the subject and objectives of evaluation |
| | Sub-CLO 3 | Students are able to understand the principles and tools of evaluation |
| | Sub-CLO 4 | Students are able to understand Test Problems (definitions, test requirements, and characteristics of good tests) |
| | Sub-CLO 5 | <p>Students are able to understand and analyze the types of tests and assessment functions in learning, namely:</p> <p>1. Selection tests and their functions</p> |

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| | | 2. Placement test and its function 3. Pre test-post test and its function |
| | Sub-CLO 6 | Students are able to understand and analyze the types of tests and assessment functions in learning, namely: 1. Diagnostic tests and their functions 2. Formative tests and their functions 3. Summative test and its function |
| | Sub-CLO 7 | Students are able to understand the advantages and disadvantages of tests |
| | Sub-CLO 8 | Students are able to understand and compile Test Development |

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| | Sub-CLO 9 | <p>Students are able to understand and compile types of tests (language), namely</p> <ol style="list-style-type: none"> 1. Discrete and integrative tests 2. Proficiency test 3. Achievement test 4. Diagnostic test 5. Direct and indirect tests 5. |
| | Sub-CLO 10 | <p>Students are able to understand and compile types of tests (language), namely</p> <ol style="list-style-type: none"> 1. Placement test 2. Objective and subjective tests (MC and Essay) 2. 3. Communicative language test 4. Speaking test, listening test 4. |

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| | Sub-CLO 11 | <p>Students are able to understand and compile types of tests (language), namely:</p> <ol style="list-style-type: none"> 1. Reading comprehension test 2. Writing test (composition test) 3. Grammar test 4. Literature appreciation test |
| | Sub-CLO 12 | Students are able to understand the form of work assessment |
| | Sub-CLO 13 | Students are able to understand how to collect and process information on learning outcomes |
| | Sub-CLO 14 | Students are able to understand the quality of tests |
| Brief Description of the Course | <p>This lecture is filled with discussions about the concepts, principles, and procedures of evaluation and assessment as well as the development of skills in planning, compiling, implementing, analyzing, and assessing the results of evaluation analysis of Indonesian Language and Literature learning. The main focus is on understanding the concepts and preparing various forms of questions.</p> | |

Scientific Integration

The Indonesian Language and Literature Learning Evaluation course has great potential to integrate various aspects of knowledge, including Islam and Indonesianness. The following are examples of integrating science with Islam and Indonesia.

1. Islam

- a. Fairness In designing assessment instruments, teachers must ensure that all learners have equal opportunities to demonstrate their abilities. This is in line with the principle of justice in Islam;
- b. Integrity: Assessment should be conducted honestly and objectively, without any element of cheating. This reflects the value of integrity taught in Islam;
- c. Tolerance: In assessing diverse student work, teachers must respect students' different opinions and creativity, in accordance with the value of tolerance in Islam.

2. Indonesian cultural context:

a. Indonesian as a Unified Language

Assessment must pay attention to the use of good and correct Indonesian, in accordance with standard Indonesian language rules. This supports efforts to unite the nation through language;

b. Cultural Values: In assessing students' literary works, teachers can consider the extent to which the works reflect Indonesian cultural values, such as gotong royong, kinship, and respect for differences;

c. Social Context: Assessment should consider the students' socio-cultural context, so that the assessment focuses not only on cognitive aspects, but also on affective and psychomotor aspects.

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| Research and Community Service Integration | Journal: Implementation of the Storytelling Method as an Alternative Improving Early Childhood Language Development |
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Learning Materials

Study Material

- 1. Position of Educational Evaluation in Curriculum and Teaching
- 2. Subjects and Targets of Evaluation
- 3. Evaluation Principles and Tools
- 4. Test Problems
- 5. Types of Tests and Assessment Functions in Learning namely
 - a) Selection tests and their functions
 - b) Placement Test and its function and
 - c) Pre test-post test and its function
- 6. Diagnostic tests and their functions, Formative tests and their functions, and Summative tests and their functions
- 7. Advantages and disadvantages of tests
- 8. Test Development
- 9. Types of Tests (language) viz: Discrete and integrative tests.

Proficiency test, Achievement test, Diagnostic test, and Direct and indirect test.

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| | <p>10. Types of Tests (language) viz: Placement tests, Objective and subjective tests (MC and Essay), Communicative language tests, Speaking tests, Listening tests.</p> <p>11. Types of Tests (language) viz: Reading comprehension test, Composition test. Grammar test, and literature appreciation test.</p> <p>12. Form of work assessment</p> <p>13. Collecting and Processing Learning Outcome Information</p> <p>14. Test Quality</p> |
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| References | <p>Akhadiah, Sabarti dkk. 1988. <i>Evaluasi dalam Pengajaran Bahasa Indonesia</i>. Jakarta: P2LPTK Depdikbud.</p> <p>Arikunto, Suharsimi. 1991. <i>Dasar-dasar Evaluasi Pendidikan</i>. Jakarta: Bumi Aksara.</p> <p>Depdiknas. 2004. <i>Penilaian Kelas</i>. Jakarta: Depdiknas.</p> <p>Harris, David P. 1977. <i>Testing English as a Second Language</i>. New Delhi: Tata Mc Grawhill Publishing Company.</p> <p>Hughes, Arthur. 1989. <i>Testing for Language Teachers</i>. Cambridge: Cambrid University Press.</p> <p>Nur, Muhammad. 1987. <i>Pengantar Teori Tes</i>. Jakarta :Depdikbud</p> <p>Subino. 1987. <i>Kontruksi dan Analisis Tes: Suatu Pengantar Teori Tes dan Pengukuran</i>. Jakarta: Depdikbud Sudjana, Nana. 1990. <i>Penilaian Hasil Belajar Mengajar</i>. Bandung: Rosda Karya Sejumlah materi dari internet.</p> |
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|  | <p>COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</p> | <p>Document Code</p> <p>PBS 430518</p> |
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| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|---------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Drama Study 1 | FTK 6013137 | Literature | Theory: 3 ects | L=40, T=48, E=48 Total=136 | 5 | 14 June 2024 |
| | | | Practices: 1.5 ects | | | |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesia (100 %) | | | | |
| Teaching Methods | | Preaching Method | | | | |
| Type of Examination | | 1. Attendance and engagement: 20% 2. Internship: 20% 3. UTS (History and development of Indonesian drama) : 30% 4. UAS (Analysis of selected works): 30% | | | | |

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| Module Coordination | Rosida Erowati, M.Hum. | |
| Lecturer | Rosida Erowati, M.Hum. | |
| Course Requirements | To be able to take this course students must pass courses in Literary Theory, Literary History, and Literary Appreciation and Expression. and Literary Expression | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-6 | Mastering literary theory, appreciation, expression, and creation, with the ability to demonstrate literary skills (appreciation, expression, and creation) in alignment with the character of the Indonesian nation. |
| | PLO-3 | Mastering theories of learner characteristics, language and literature teaching methodologies, and instructional models, and being able to apply them in teaching the Indonesian language at primary and secondary education levels, following scholarly procedures grounded in Islamic and Indonesian values |

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| | PLO-8 | Mastering research methodologies in the fields of language, literature, and their instruction, with the ability to apply these methodologies to solve problems in language, literature, or their teaching, as well as the capacity to publish findings or obtain copyrights in accordance with academic ethics. |
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| | Course Learning Outcomes (CLO) | |
| | CLO012 | Able to internalize religious values |
| | CLO013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration |
| | CLO043 | Able to apply the science of Indonesian literature |
| | CLO052 | Able to implement science and technology in accordance with the field of learning Indonesian language and literature |

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| | CLO071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner |
| | CLO072 | Able to become an independent and collaborative educator |
| | Sub-CLO | |
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| Brief Description of the Course | This course covers drama as a literary text and as a performing art in the context of Indonesian drama history, the development of drama genres in the context of Indonesian drama history, the elements of drama script as a literary work, drama script as the basis of drama performance, and the capita selekta of drama script study. | |

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| Scientific Integration | The Drama Studies 1 course can be integrated with scientific, Islamic, and Indonesian disciplines. Scientifically, the Drama Studies course can be integrated with the disciplines of literary theory, sociology, and psychology. Islamically, the drama implies Islamic values. Many dramas have religious themes. In Indonesia, drama represents Indonesian cultural values such as gotong royong, kinship, and tolerance. |
| Research and Community Service Integration | Journal: Adaptation of Project Based Learning in Drama Studies Course during Pandemic: Building Interconnections with the Community; Resistance To Objectification Of Women In The Works Of Utuy Tatang Sontani |
| Learning Materials | <ol style="list-style-type: none"> 1. Orientation; 2. History of world and Indonesian drama; 3. Drama as a literary text and as a performing art in the context of Indonesian drama history; 4. Indonesian playwrights after the New Order; 5. Drama genre: Indonesian realist drama; 6. Elements of drama script; 7. Workshop on script deepening and contextualization in staging; 8. Presentation of observation results of drama performance production; 9. Capita Selektta Pengkajian Drama/Theater Indonesia; |

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| | <p>10. Individual essay writing in the form of a concise article about the playwright or ideas in the selected script (to be published in online media or a special blog) and a concept proposal for a performance study).</p> |
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References

Primary Source

- a. Hasanudin, W.S. 1997. *Drama: Karya dalam Dua Dimensi*. Bandung: Angkasa
- b. Sumardjo, J. 2004. *Perkembangan Teater Modern dan Sastra Drama Indonesia*. Bandung: STSI Press.
- c. Riantiarno, Nano. 2011. *Kitab Teater: Tanya Jawab Seputar Seni Pertunjukan*. Jakarta: Grasindo.

Additional Sources


- a. Dahana, Radhar Panca. 2001. *Ideologi Politik dan teater Indonesia Modern*. Magelang: Indonesia Tera.
- b. Esten, M. 1990. *Tradisi dan Modernitas dalam Sandiwara*. Jakarta: Intermasa.
- c. Bachmid, Talha. 1990. *Semangat Derision dalam Drama Kapai Kontemporer: Telaah Bandingan Dua Lakon Kapai Kapai Karya Arifin C. Noer dan Badak Badak Karya Eugene Ionesco*. Disertasi pada Program Pascasarjana FSUI.
- d. Jassin, H.B. 1991. *Tifa Penyair dan Daerahnya*. Jakarta: Gunung Agung.
- e. Esslin, Martin. 1976. *An Anatomy of Drama*. New York: Hill and Wang.

Scriptwriter Recommendations for Performance Studies:

- 1. Utuy Tatang Sontani
- 2. Kirdjomuljo
- 3. Rendra
- 4. Arifin C. Noer
- 5. Putu Wijaya
- 6. Nano Riantiarno

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| | <ol style="list-style-type: none">7. Wisran Hadi8. Akhudiat9. Danarto10. Motinggo Busye |
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6nd Semester

|  | | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | Document Code |
|-----------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Language Research Methodology | FTK60131 29 | Required Courses for Study Program | Theory: 1.5 etcs | L=40, T=48, E=48 Total=136 | 6 | 3 March 2024 |
| | | | Practices: 1.5 etcs | | | |
| | | | Total: 3 etcs | | | |
| Language Details | | Indonesia (100 %) | | | | |
| Teaching Methods | | Lecture Method | | | | |

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| Type of Examination | - | |
| Module Coordination | Dr. Dona Aji Karunia Putra, M.A. | |
| Lecturer | Dr. Dona Aji Karunia Putra, M.A. | |
| Course Requirements | To be able to take this course, students must have passed the following courses: 1) Microlinguistics; 2) Macrolinguistics | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO 1 | Demonstrate the attitudes and behaviors of people who are pious, religious, and uphold the values of humanity based on scientific, Islamic, and Indonesian values. |
| | PLO 4 | Apply the knowledge of Indonesian education, language and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times. |

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| | PLO 5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |
| | PLO 7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-1 | Students are able to describe the nature of research, qualitative and quantitative research, descriptive research, and the characteristics of language research. |
| | CLO-2 | Students can produce a language research proposal |

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| | Sub-CLO | |
| | Sub-CLO 1 | Students are able to describe the nature of research, qualitative and quantitative research, descriptive research, and characteristics of language research. |
| | Sub-CLO 2 | Students can produce a language research proposal: Chapters I, II, III, and appendices |
| | Sub-CLO 3 | Students are able to present a language research proposal |
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| Brief Description of the Course | This course covers the nature of language research, approaches in language research: qualitative and quantitative, types of qualitative research in language, types of quantitative research, qualitative and quantitative research design, research in micro linguistics, research in macro linguistics, language research proposals. | |

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| Scientific Integration | Lectures are aligned with technological advances, and build the values and character of each student through religious values guided by the Al-Quran. |
| Research and Community Service Integration | There are research results from lecturers and Community Service that are used as references in this course. |
| Learning Materials | <ol style="list-style-type: none"> 1. The nature of language research 2. Approaches in language research: qualitative and quantitative 3. Types of qualitative research in language research: case studies, narrative studies, ethnography, phenomenological research, grounded theory research. 4. Types of quantitative research in language research: experimental and quasi-experimental. 5. Qualitative and quantitative research design: determining research questions and research objectives, determining data sources, conducting literature reviews, determining research corpus, collecting and managing data, determining data analysis methods and techniques. 6. Research in linguistics 1: micro linguistics. 7. Research in linguistics 2: macro linguistics. 8. Research proposal. |

References

A. Primary References

1. Sudaryanto. 1990. Aneka Konsep Kedataan Lingual dalam Linguistik. Yogyakarta: Duta Wacana University Press.

2. Sudaryanto. 1993. Metode dan Aneka Teknik Analisis Bahasa. Yogyakarta: Duta Wacana University Press.

3. Sudaryanto. 1993. Metode Linguistik. Yogyakarta: Gajah Mada University Press.

4. Mahsun. 2005. Metode Penelitian Bahasa: Tahapan Strategi, Metode, dan Tekniknya. Jakarta: Raja Grafindo Perkasa

5. Tri Mastoyo Jati Kesuma. 2007. Pengantar Metode Penelitian Bahasa. Yogyakarta: Carasvatibooks.

6. Subroto. Edi. 1992. Pengantar Metode Penelitian Linguistik Struktural. Surakarta: Universitas Sebelas Maret Press.

7. Alwasilah, Chaedar. 2005. Pengantar Penelitian Linguistik Terapan. Jakarta: Pusat Bahasa.

B. Supporting References

1. Creswell, John W. 2007. Qualitative Inquiry and Research Design: Choosing among Five Approaches.

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| | <p>London: SAGE Publication.</p> <p>2. Lia Litosseliti. 2010. Research Methods in Linguistics. London: Continuum Interntional.</p> <p>3. Duff, Patricia A. 2008. Case Study Research in Applied Linguistics. London/New York: Lawrence Erlbaum Associates.</p> <p>4. Yendra dan Ketut Artawa. 2020. Lanskap Linguistik. Yogyakarta: Deepublish.</p> <p>5. Mbete, Aron Meko, dkk. 2020. Ekolinguistik. Denpasar: Jayapangus Press.</p> <p>6. Laili, Elisa Nurul. 2021. Kajian Antropolinguistik. Jombang: LPPM Unhasy.</p> <p>7. Mahsun. 2018. Linguistik Forensik. Depok: Raja Grafindo Persada.</p> |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION
PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH
JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|-------------------------------------------------|----------------|----------------|---------------------|----------------------------------------|----------|---------------------|
| Language Learning Research Methodology | FTK 6013112 | Elective | Theory: 3 ects | L=40, T=48, E=48 Total=136 | 6 | 8 July 2024 |
| | | | Practices: 0 ects | | | |
| | | | Total: 3 ects | | | |

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| Language Details | Indonesia (100 %) | |
| Teaching Methods | Lecture Method | |
| Type of Examination | a. Attendance, quizzes, and assignments: 30% b. Midterm Exam: 30% c. Final Exam: 40% | |
| Module Coordination | Dra. Mahmudah Fitriyah ZA., M.Pd. | |
| Lecturer | Dra. Mahmudah Fitriyah ZA., M.Pd. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |

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| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |
| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature. |
| | CPL-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values by implementing scientific, Islamic, and Indonesian integration (PLO-1) |
| | CLO-041 | Able to apply education science (PLO-4) |

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| | CLO-052 | Able to implement science and technology in accordance with the field of learning Indonesian language and literature (PLO-5) |
| | CLO-071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner (PLO-7) |
| | Sub-CLO | |
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| Brief Description of the Course | This course covers the nature of language research, approaches in language research: qualitative and quantitative, types of qualitative research in language, types of quantitative research, qualitative and quantitative research design, research in micro linguistics, research in macro linguistics, language research proposals. | |

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| Scientific Integration | <p>Language learning research methodology courses can be integrated with Islamic and Indonesian values. For example, the following are concrete things from the integration of language learning courses: a. Islamicity: upholding research ethics in accordance with Islamic values, such as honesty, objectivity, and not committing plagiarism; b. Indonesianness: In language research, researchers must appreciate the diversity of languages and cultures in Indonesia.</p> |
| Research and Community Service Integration | <p>Journal: Problems of reading skills in generation Z; Application of Skimming Skills in Understanding Scientific Works</p> |
| Learning Materials | <ol style="list-style-type: none"> 1. The nature of language research. 2. Approaches in language research: qualitative and quantitative 3. Types of qualitative research in language research: case studies, narrative studies, ethnography, phenomenological research, grounded theory research. 4. Types of quantitative research in language research: experimental and quasi-experimental. 5. Qualitative and quantitative research design: determining research questions and research objectives, determining data sources, conducting literature reviews, determining research corpus, collecting and managing data, determining data analysis methods and techniques. 6. Language Aspect Research 7. Learning Evaluation Research 8. Learning Media Research |

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| | 9. Classroom Action Research 10. Research Proposal Preparation Techniques |
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References

1. Blessing, Lucienne T.M., dan Amaresh Chakrabarti. 2009. *DRM, a Design Research Methodology*. Dordrecht: Springer.
2. Creswell, John W. 2007. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. London: SAGE Publication.
3. Duff, Patricia A. 2008. *Case Study Research in Applied Linguistics*. London/New York: Lawrence Erlbaum Associates.
4. Hinkel, Eli (ed.). 2005. *Handbook of Research in Second Language Teaching and Learning*. London/New York: Lawrence Erlbaum Associates.
5. Muijs, Daniel. 2004. *Doing Quantitative Research in Education*. London: SAGE Publication.
6. Perry, Jr., Fred L. 2005. *Research in Applied Linguistics: Becoming Discerning Consumer*. London/New York: Lawrence Erlbaum Associates.
7. Renkema, Jan. 2009. *Discoure, of Course: An Overview of Research in Discourse Studies*. Amsterdam: Joh Bejamin Publisher.
8. Wray, Alison, Kate Trott, dan Alien Bloomer. 1998. *Project in Linguistics: A Practical Guide to Researching Language*. London: Arnold.


Pendukung

1. Henn, Matt, Mark Weinstein, dan Nick Foard. 2006. *A Short Introduction to Social Research Methods*. London: SAGE Publication.
2. Jupp, Victor. 2006. *The SAGE Dictionary of Social Research Methods*. London: SAGE Publication.
3. Given, Lisa M. 2008. *The SAGE Encyclopedia of Qualitative Research Methods*. London: SAGE Publication.
4. O’Leary, Zina. 2004. *The Essential Guide to Doing Research*. London: SAGE Publication.



**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------|----------------------------------------|----------|---------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Literature Research Methodology | FTK 6120204 | Elective | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 6 | 10-Juny-2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |

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| Teaching Methods | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning | |
| Type of Examination | Test and non-test | |
| Module Coordination | | |
| Lecturer | Novi Diah Haryanti, M.Hum. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitude and behaviour of a pious, religious person, and uphold human values based on scientific, Islamic and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |

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| | PLO-5 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing the Indonesian language education curriculum and or the implementation of science and technology that pays attention to and applies humanities values in accordance with the field of Indonesian language and literature learning. |
| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration |
| | CLO-042 | Able to apply Indonesian language knowledge |
| | CLO-052 | Able to implement science and technology in accordance with the field of learning Indonesian language and literature |

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| | CLO-072 | Able to become an independent and collaborative educator |
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| Brief Description of the Course | | Literary research methods is a course that examines the scope of literary research; related to the types of literary research methods, determining the appropriate method for literary works, understanding literary works as research objects and the relationship between literary works and the universe. |
| Scientific Integration | | The literary research methodology course has a scientific integration, i.e. the science in literature involves various literary theories that are used to analyse literary texts. In this course, students are introduced to classical literary theories (such as structuralism, exhumatism, and formalism) as well as contemporary theories (such as postcolonialism, feminism, and cultural theory). In addition, students are also taught to understand qualitative research methodology in literary studies, as well as appropriate analytical techniques in accordance with the purpose and object of research. |

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| Research and Community Service Integration | | Journal: Pesantren, Women, and the Subaltern in Perempuan Berkalung Sorban and Hati Suhita. |
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| Learning Materials | | <ol style="list-style-type: none">1. Explain the meaning of research, literary research and the purpose of literary research2. Able to identify literature as one of the study materials in scientific research3. Able to explain that research is a systematic process because it uses scientific methods4. Able to determine methods in literary research5. Able to distinguish literary research data and literary research objects6. Able to explain literary works and things related to the universe, society, and readers7. Able to explain literary works and matters related to the universe, society, and readers8. Mid Semester Exam9. Mentioned the definitions of population and sample, and give examples of population and sample10. Mentioned a number of (sixteen) philosophical themes and apply them in a correct framework, according to research methods11. Determine literary works as research objects in literary research design12. Mentioned and explain the discussion points in a research proposal13. Identify the discussion points and framework in a literary research proposal |
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| | | <p>14. Draft a literary research proposal</p> <p>15. Draft a literary research proposal</p> |
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| References | | <p>Main:</p> <ol style="list-style-type: none"> 1. Endraswara, Suwardi. 2003. Literary Research Methodology: Epistemology, Models, Theories, and Applications. Yogyakarta; Widyatama Library. 2. Jabrohim, Ed. 2003. Literature Research Methodology. Yogyakarta; PT Hanindita Graha Widya. 3. Manshur, Dr Fadlil Munawwar M.S. 2009. Qualitative Research Methods in Literature Research. Yogyakarta; Faculty of Cultural Sciences. 4. Anselm Strauss & Juliet Corbin. 2013. Basics of Qualitative Research. Yogyakarta: Student Library. 5. Sangidu. 2004. Approaches, Theories, Methods, Techniques, and Tips. Yogyakarta: Publishing Unit of West Asian Literature FIB UGM. 6. Guidebook or research proposal design guide. |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Rhetoric | FTK60131 13 | Compulsory | Theory: 1.5 ects | L= 40, T= 48, E= 48 Total = 136 | 6 | 08-07-2024 |
| | | | Practics: 3.0 ects | | | |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching 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 | | | | |

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| Type of Examination | Test and non test | |
| Module Coordination | Dr. Hindun, M.Pd. | |
| Lecturer | Dr. Hindun, M.Pd. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Showing the attitude and behavior of a pious, religious person who upholds humanitarian values based on the principles of science, Islam, and Indonesian culture. |
| | PLO-4 | Applying the sciences of education, linguistics, and Indonesian literature in the learning process at schools, madrasahs, and other institutions in accordance with the environment and the times. |

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| | PLO-6 | Able to collaborate in a team, demonstrate creative and innovative abilities, think critically, and solve problems in the development of knowledge and task execution in the workplace, with applications based on Islamic values and morals. |
| | PLO-7 | Able to develop the science and profession of Indonesian language and literature sustainably |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold humanitarian values through the implementation of the integration of science, Islam, and Indonesian culture. |
| | CLO-041 | Able to apply educational science |
| | CLO-062 | Able to demonstrate creative, innovative, critical, and solution-oriented work in the development of knowledge and the execution of tasks. |

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| | CLO-073 | Able to be an educator who continuously keeps learning |
| | Sub-CLO | |
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| Brief Description of the Course | | This course explains the definition of rhetoric, the history of rhetoric and the reasons for studying rhetoric, rhetoric as a communication process, the definition of speech and types of speeches, speech script preparation, speech steps, informative, persuasive, and recreational speech practices, the definition of debate and types of debate, debate steps, and debate practices. |
| Scientific Integration | | This integration produces individuals who are not only skilled in communicating effectively and persuasively but also capable of doing so in a manner that aligns with the values of Islam. This will |

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| | | <p>result in communication that is not only intelligent and effective but also virtuous, beneficial, and does not harm others.</p> |
| <p>Research and Community Service Integration</p> | | <p>Journal: D Dinni, H Hindun, GR Ulandari, FIZ El Islami “Hukum Retorika Aristoteles dalam Pidato Kemenangan Prabowo pada PILPRES 2024 di Youtube KOMPASTV DEWATA”, Jurnal Linguistik (Jurnal Bahasa dan Sastra). SINTA 5. Vol. 9, no. 2, 2024. e-ISSN: 2548-9402. p-ISSN: 2541-3775. Link: http://jurnal.um-tapsel.ac.id/index.php/Linguistik/index</p> <p>DOI: http://dx.doi.org/10.31604/linguistik.v9i2.242-251</p> <p>Journal Kata. Deva Az-zahra Aditiya, Endah Lestari Hidayah, Ismi Nur Aliyah, Hindun Hindun. “Ethos, Pathos, Logos dalam Pidato Menlu di Sidang DK PBB Terkait Konflik Palestina-Israel” SINTA 6. Vol. 12, NO. 1, April 2024. Link: https://jurnal.fkip.unila.ac.id/index.php/BINDO1/article/view/29712</p> <p>Jurnal GERAM (Gerakan Aktif Menulis). Anwar Ilma, Hindun Hindun, Nailatunnajah Nailatunnajah, Abu Bakar Sabirin “Gaya Bicara dan Penggunaan Retoris Anies Baswedan pada Pidato Gugatan Sengketa Pemilu 2024”. SINTA 4. Vol. 12 no. 1, 2024. p-ISSN: 2338-0446. e-ISSN: 2580-376X. Link: https://journal.uir.ac.id/index.php/geram/article/view/17087</p> <p>Jurnal SELOKA (Jurnal Pend Bhs dan Sastra Indonesia). Mauritsa Fitriyah Qolbi, Nadiyah Iklimah , Cucu Gina Cahyani , Hindun, Hindun. “Using Persuasive Words in Influencer Tasya Farasya’s Instagram Content to Attract Consumer Interest in Skincare Cosmetic Products”. SINTA 3 Vol. 13 no. 2, Agst 2024. Link: https://journal.unnes.ac.id/journals/seloka/article/view/4279</p> |

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| Learning Materials | | <ol style="list-style-type: none">1. The Essence of Rhetoric2. History of Rhetoric3. Rhetoric in the Communication Process4. The Nature of Speech5. Methods and Types of Speeches6. The basics of public speaking7. Midterm Exam8. Drafting a speech9. Speech Practice10. Speech Practice11. Producing writings related to the implementation of rhetoric in schools |
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| References | | <p>Utama:</p> <ol style="list-style-type: none">1. Abidin, Yusuf Zainal. 2013. Pengantar Retorika. Bandung: Pustaka Setia.2. Coopman, Stephanie J & Lull, James. 2012. Public Speaking: The Evolving Art. Wadsworth Cengage Learning: Boston, USA.3. Dweck, Carol S. 2012. Mindset: How You Can Fulfil Your Potential. Random HouseInc: New York.4. Maarif, Zainul. 2015. Retorika-Metode Komunikasi Publik. Jakarta; Raja GrafindoPersada5. Ryan, E.E. 1984. Aristotle's Theory of Rhetorical Argumentation. Les Edition Ballarmin, Montreal.6. Syamsuddin Mukhtasar dan Arqom Kuswanjono. Retorika. Universitas Terbuka. Cet. Ke-2. 20187. Wood, Julia T. 2012. Communication in Our Live. Singapore: Cengage Learning.8. Worthington, Ian. 2007. Greek Rhetoric. Blackwell Publishing: Australia. |
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR EACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|-------------------------------------|----------------|------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Language Research Methodology | FTK60131 29 | Required Courses for Study Program | Theory: 1.5 etcs | L=40, T=48, E=48 Total=136 | 6 | 3 March 2024 |
| | | | Practices: 1.5 etcs | | | |
| | | | Total: 3 etcs | | | |
| Language Details | | Indonesia (100 %) | | | | |

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| Teaching Methods | Lecture Method | |
| Type of Examination | - | |
| Module Coordination | Dr. Dona Aji Karunia Putra, M.A. | |
| Lecturer | Dr. Dona Aji Karunia Putra, M.A. | |
| Course Requirements | To be able to take this course, students must have passed the following courses: 1) Microlinguistics; 2) Macrolinguistics | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO 1 | Demonstrate the attitudes and behaviors of people who are pious, religious, and uphold the values of humanity based on scientific, Islamic, and Indonesian values. |

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| | PLO 4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasahs and other institutions in accordance with the environment and institutions. learning process in schools and madrasah as well as other institutions in accordance with the environment and development of the times. development of the times. |
| | PLO 5 | Able to apply logical, critical, systematic, and innovative thinking in the context of development of the Indonesian language education curriculum and or the implementation of science science and technology that pays attention to and applies humanities values that are in accordance with the field of Indonesian language and literature learning |
| | PLO 7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator. sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. learner |

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| | Course Learning Outcomes (CLO) | |
| | CLO-1 | Students are able to explain the nature of research, qualitative and quantitative research, descriptive research, and quantitative research. descriptive research, and characteristics of language research |
| | CLO-2 | Students are able to prepare a language research proposal (Chapter I, Chapter II, Chapter III) |
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| | Sub-CLO | |

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| | Sub-CLO 1 | Students are able to describe the nature of research, qualitative and quantitative research, descriptive research, and characteristics of language research. |
| | Sub-CLO 2 | Students can prepare a language research proposal: Chapters I, II, III, and appendices |
| | Sub-CLO 3 | Students are able to present a language research proposal |
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| Brief Description of the Course | This course covers the nature of language research, approaches in language research: qualitative and quantitative, types of qualitative research in language, types of quantitative research, qualitative and quantitative research design, research in micro linguistics, research in macro linguistics, language research proposals. | |
| Scientific Integration | Lectures are aligned with technological advances, and build the values and character of each student through religious values guided by the Al-Quran. | |
| Research and Community Service Integration | There are research results from lecturers and Community Service that are used as references in this course. | |

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| Learning Materials | <ol style="list-style-type: none"><li data-bbox="647 311 1133 343">1. The nature of language research<li data-bbox="647 383 1545 414">2. Approaches in language research: qualitative and quantitative<li data-bbox="647 454 2255 526">3. Types of qualitative research in language research: case studies, narrative studies, ethnography, phenomenological research, grounded theory research.<li data-bbox="647 566 1931 598">4. Types of quantitative research in language research: experimental and quasi-experimental.<li data-bbox="647 638 2255 750">5. Qualitative and quantitative research design: determining research questions and research objectives, determining data sources, conducting literature reviews, determining research corpus, collecting and managing data, determining data analysis methods and techniques.<li data-bbox="647 790 1270 821">6. Research in linguistics 1: micro linguistics.<li data-bbox="647 861 1283 893">7. Research in linguistics 2: macro linguistics.<li data-bbox="647 933 959 965">8. Research proposal. |
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References

A. Wajib

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2. Sudaryanto. 1993. Metode dan Aneka Teknik Analisis Bahasa. Yogyakarta: Duta Wacana University Press.

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5. Tri Mastoyo Jati Kesuma. 2007. Pengantar Metode Penelitian Bahasa. Yogyakarta: Carasvatibooks.

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7. Alwasilah, Chaedar. 2005. Pengantar Penelitian Linguistik Terapan. Jakarta: Pusat Bahasa.

B. Anjuran

1. Creswell, John W. 2007. Qualitative Inquiry and Research Design: Choosing among Five Approaches.

London: SAGE Publication.

2. Lia Litosseliti. 2010. Research Methods in Linguistics. London: Continuum Interntional.

3. Duff, Patricia A. 2008. Case Study Research in Applied Linguistics. London/New York: Lawrence Erlbaum Associates.

C. Pendukung

1. Yendra dan Ketut Artawa. 2020. Lanskap Linguistik. Yogyakarta: Deepublish.

2. Mbete, Aron Meko, dkk. 2020. Ekolinguistik. Denpasar: Jayapangus Press.

3. Laili, Elisa Nurul. 2021. Kajian Antropolinguistik. Jombang: LPPM Unhasy.

4. Mahsun. 2018. Linguistik Forensik. Depok: Raja Grafindo Persada.



**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|-------------------------|----------------|----------------|---------------------|----------------------------------------|----------|---------------------|
| Education Management | FTK 6120204 | Cumpolsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 6 | 7 July 2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |

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| Language Details | Indonesian | |
| Teaching Methods | <i>Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning</i> | |
| Type of Examination | Test and non test | |
| Module Coordination | Dr. Mahsusi, M.M. | |
| Lecturer | Dr. Mahsusi, M.M. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviour of people who are devout, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |

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| | PLO-4 | Apply the science of education, language, and Indonesian literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and the times |
| | PLO-6 | Able to collaborate in teams, demonstrate creative, innovative, critical thinking and problem-solving abilities in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals |
| | PLO-7 | Able to develop the science and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values by implementing scientific, Islamic, and Indonesian integration |
| | CLO-041 | Able to apply the science of education |

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| | CLO-044 | Able to apply the science of Indonesian language and literature education in schools and madrasah in accordance with the environment and the times |
| | CLO-062 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner |
| | Sub-CLO | |
| | Sub-CLO 1 | Students are able to explain the basic concepts of educational management |
| | Sub-CLO 2 | Students are able to explain the concept of educational management |
| | Sub-CLO 3 | Students are able to explain the differences between management and educational management. |

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| | Sub-CLO 4 | Students are able to explain the functions of educational management |
| | Sub-CLO 5 | Students are able to explain educational curriculum management |
| | Sub-CLO 6 | Students are able to analyze what causes curriculum changes. |
| | Sub-CLO 7 | Students are able to explain the management of teaching staff/education staff |
| | Sub-CLO 8 | Students are able to explain student management |
| | Sub-CLO 9 | Students are able to explain educational financing management |
| | Sub-CLO 10 | Students are able to explain the management of educational facilities and infrastructure |
| | Sub-CLO 11 | Students are able to explain public relations management in education |

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| | Sub-CLO 12 | Students are able to explain leadership management in education |
| | Sub-CLO 13 | Students are able to analyze good leadership types in education |
| | Sub-CLO 14 | Students are able to explain the meaning of educational supervision |
| | Sub-CLO 15 | Students are able to explain good supervision in education |
| | Sub-CLO 16 | Students are able to analyze educational quality management |
| Brief Description of the Course | | The Education Management course aims to enable students to apply the basic concepts of education management in educational institutions (schools, madrasah, and boarding schools). |
| Scientific Integration | | This course has integrated knowledge of educational management courses, namely educational planning, leadership concepts, supervision and evaluation. |
| Research and Community Service Integration | | Journal: Achieving excellence: the role of digital transformation in <i>madrasah</i> management and Islamic culture |


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| Learning Materials | | <ol style="list-style-type: none">1. Basic concepts of education management2. School-based management, madrasah and boarding school.3. Educational leadership4. Management of educators and education personnel5. Management of students6. Mid-term examination7. Curriculum management8. Education cost management9. Management of education infrastructure10. Management of education public relations11. SWOT analysis12. End of Semester Exam |
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References

Utama:

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2. B. Suryosubroto. 2004. Manajemen Pendidikan di Sekolah. Jakarta: Rineka Cipta
3. Budi Raharja. 2003. Manajemen Berbasis Sekolah. Jakarta: Depdiknas.
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5. Kelvin Seifert. 2008. Manajemen Pembelajaran dan Instruksi. Yogyakarta: Ircisod.
6. Nurkholis. 2003. Manajemen Berbasis Sekolah. Jakarta: Gramedia.
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9. T. Hani Handoko. 2019. Manajemen. FEB UGM. Yogyakarta.
10. Buku no.11 2020. Manajemen Produksi dan Operasi. FEB UGM. Yogyakarta.
11. Buku no.12 2019. Manajemen Personalia dan Sumber Daya Manusia, FEB UGM, Yogyakarta.
12. Made Saihu 2020. Manajemen berbasis Sekolah, Madrasah. dan Pondok pesantren. Yapin An-Namiyah.
13. Jaja Jahari 2019. Manajemen Madrasah. Teori, Strategi, dan Implementasi, Yogyakarta.
14. Fatah Syukur 2019. Manajemen Pendidikan Berbasis Madrasah. Jakarta.

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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR EACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Planning for Indonesian Language Learning | FTK 6120204 | Compulsory | Theory: 3 ects | L=26.7, T=32, E=32 Total=90.7 | 6 | 9-11-2024 |
| | | | Practices: 0 ects | | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Lecture Method, Role-Play & Simulation, Project Based Learning | | | | |

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| Type of Examination | Test and Non-test | |
| Module Coordination | Nur Syamsiyah, M.Pd | |
| Lecturer | Nur Syamsiyah, M.Pd | |
| Course Requirements | Evaluation of Indonesian Language and Literature Learning, Indonesian Language and Literature Learning Media, Indonesian Language and Literature Learning Strategies, Indonesian Language Curriculum and Textbook Analysis. | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitudes and behaviors of people who are devoted, religious, and uphold human values based on scientific, Islamic, and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |

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| | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. |
| | CPL-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values by implementing scientific, Islamic, and Indonesian integration (PLO-1) |
| | CLO-041 | Able to apply education science (PLO-4) |
| | CLO-062 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation (PLO-6) |
| | CLO-073 | Able to become an educator who continuously learns (PLO-7) |

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| | Sub-CLO | |
| | Sub-CLO-1 | Students show understanding of the lecture system and ethics in the Indonesian Language Learning Planning course. |
| | Sub-CLO-2 | Students are able to understand the basic concepts of Learning Planning. |
| | Sub-CLO-3 | Students are able to understand the 2013 Curriculum Paradigm. |
| | Sub-CLO-4 | Students are able to understand Graduate Competency Standards. Core Competencies and Basic Competencies. |
| | Sub-CLO-5 | Students are able to understand the syllabus of Indonesian language subjects in primary and secondary education. |
| | Sub-CLO-6 | Students are able to understand Competencies as the Direction of Learning (Core Competencies and Basic Competencies in the 2013 Curriculum) |

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| | | Sub-CLO-7 | Students are able to understand learning and assessment in the Merdeka Curriculum. |
| | | Sub-CLO-8 | Students are able to understand the Development of Learning Strategies and Methods. |
| | | Sub-CLO-9 | Students are able to understand Media/tools, Materials and Learning Resources. |
| | | Sub-CLO-10 | Students are able to understand assessment in learning. |
| | | Sub-CLO-11 | Students are able to understand the Minimum Completeness Criteria (KKM). |
| | | Sub-CLO-12 | Students are able to understand and compile the Draft Annual Programme (Prota) and semester programme (Promes). |
| | | Sub-CLO-13 | Students are able to compile lesson plans in the context of the 2013 curriculum. |
| | | Sub-CLO-14 | Students are able to compile Teaching Modules in the Merdeka curriculum. |

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| Brief Description of the Course | The Indonesian Language and Literature learning planning course is a study programme course that examines the basic concepts of learning planning. In general, this course will discuss (1) learning planning matters; (2) basic concepts and syllabus development; (3) basic concepts of curriculum analysis; (4) basic concepts and development of teaching materials; (5) determination of approaches, methods, and learning techniques; (6) preparation of learning steps; (7) determination of media and learning resources; (8) preparation of appropriate assessment tools based on teaching materials and selected approaches, methods, and techniques. |
| Scientific Integration | Use scientific theories and approaches in developing effective, data-driven and innovative lesson plans. Apply Islamic values in the learning process, integrate Islamic teachings in the material, and maintain manners and ethics in teaching. Pay attention to the Indonesian cultural context and diversity, instil national values, and use good and correct Indonesian language. |
| Research and Community Service Integration | Journal: THE EFFECTIVENESS OF LEARNING TO WRITE POETRY WITH A NESTED INTEGRATED LEARNING MODEL ORIENTED TOWARDS THINKING INTELLIGENCE AND SOCIAL SKILLS |

Learning Materials

1. Basic concepts of Learning Planning;
2. 2013 Curriculum Paradigm
3. Graduate Competency Standards. Core Competencies and Basic Competencies
4. Syllabus of Indonesian language subjects in primary and secondary education
5. Competence as the Direction of Learning (Core Competencies and Basic Competencies in Curriculum 2013)
6. Concepts of learning and assessment in an independent curriculum
7. Development of Learning Strategies and Methods
8. Media/tools, Materials and Learning Resources
9. Assessment in learning
10. Minimum Completeness Criteria (KKM)
11. Draft Annual Programme (Prota)
12. Draft Semester Programme (Promes)
13. Learning Implementation Plan in the Context of the 2013 Curriculum
14. Independent Curriculum Teaching Modules

References

Utama:

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2. Sanjaya, Wina, 2009. *Perencanaan dan Sistem Pembelajaran*, Jakarta: Kencana.
3. Ibrahim, Saodih , Nana, 2010. *Perencanaan Pengajaran*, Jakarta: Rineka Cipta,.
4. Uno, Hamzah B. , 2008. *Perencanaan Pembelajaran*, Jakarta: Bumi Aksara
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**COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE
EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF
HIDAYATULLAH JAKARTA**

Document Code

| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
|-----------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|----------|---------------------|
| Discourse Analysis | FTK 6013124 | Compulsory | Theory: 4,5 ects | L=40, T=48, E=48 TOTAL=136 | 6 | 8-July-2024 |
| | | | Practice: - | | | |
| | | | Amount: 4,5 ects | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning | | | | |
| Type of Examination | | Test | | | | |

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| Module Coordination | Makyun Subuki, M.Hum. | |
| Lecturer | Makyun Subuki, M.Hum. | |
| Course Requirements | | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-1 | Demonstrate the attitude and behaviour of a pious, religious person, and uphold human values based on scientific, Islamic and Indonesian values. |
| | PLO-4 | Apply the knowledge of Indonesian education, language, and literature in the learning process in schools and madrasah as well as other institutions in accordance with the environment and times. |
| | PLO-6 | Able to collaborate in teams, show creative, innovative, critical thinking and problem solving skills in scientific development and implementation of tasks in the world of work whose application is based on Islamic values and morals. |


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| | PLO-7 | Able to develop the knowledge and professionalism of Indonesian language and literature sustainably, independently, and collectively in order to realise oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration |
| | CLO-041 | Able to apply education knowledge |
| | CLO-062 | Able to show creative, innovative, critical thinking, and solutive work in scientific development and task implementation |
| | CLO-071 | Able to develop the knowledge and professionalism of Indonesian language and literature in a sustainable manner |

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| | Sub-CLO | |
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| Brief Description of the Course | | This course covers the basic concepts of discourse, discourse characteristics, cohesion, coherence, discourse structure, discourse context, types of discourse, pragmatic phenomena in discourse, discourse interpretation, and critical discourse analysis. |
| Scientific Integration | | Discourse analysis courses have scientific integration, namely the basic concepts of discourse, discourse characteristics, cohesion, coherence, discourse structure, discourse context, types of discourse, pragmatic phenomena in discourse, discourse interpretation, and critical discourse analysis. |
| Research and Community Service Integration | | Journal: Radicalism of Popular Islamic: A Critical Discourse Analysis of the Language of Islamic Televangelists in the Action to Defend Islam. |

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| Learning Materials | | <ol style="list-style-type: none">1. Basic concept of discourse and discourse analysis2. Discourse characteristics3. Cohesion: grammatical cohesion and lexical cohesion4. Coherence: the relationship of meaning between parts of discourse, textual coherence, mental coherence5. Discourse structure: proposition, topic and comment, macrostructure, microstructure, superstructure.6. Contextual phenomena of discourse: deixis, <i>staging (foregrounding-backgrounding)</i>, perspectivization, <i>given-new management</i>, presupposition, dan inference7. Genre and mode of discourse: (1) transactional and interactional, (2) written and spoken, (3) informative, narrative, and persuasive8. Pragmatic phenomena of discourse: <i>speech act, cooperative principle</i>, relevance theory, politeness9. Discourse interpretation: coherence in interpretation, interpretation of communicative function, interpretation speech act function, <i>top-down and bottom-up processing</i> in interpretation. knowledge representation (frame, schema, scenario, script, dan mental model) in interpretation, and inference in interpretation10. <i>Critical discourse analysis: textual dimension, discursive practices dimension, social practices dimension</i> |
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| References | | <p>Main:</p> <ol style="list-style-type: none">1. Alwi, Hasan, Soenjono Darjowidjojo, Hans Lapoliwa, Anton M. Moeliono. 1998. <i>Tata Bahasa Baku Bahasa Indonesia (edisi ketiga)</i>. Jakarta: Balai Pustaka.2. Brown, G. dan G. Yule. 1983. <i>Discourse Analysis</i>. Cambridge: Cambridge University Press.3. Renkema, Jan. 2004. <i>Introduction to Discourse Studies</i>. Amsterdam: John Benjamins Publishing Company.4. Schiffrin, Deborah, Deborah Tannen, dan Heidi Ehernberger Hamilton. 2001. <i>The Handbook of Discourse Analysis</i>. Malden: Blackwell Publisher.5. Jorgensen, M.W., dan Louise Philips. 2002. <i>Discourse Analysis as Theory and Method</i>. London: Sage Publication.6. Johnstone, Barbara. 2008. <i>Discourse Analysis (edisi kedua)</i>. Malden: Blackwell Publisher. <p>Supporters:</p> <ol style="list-style-type: none">1. Halliday, M.A.K., dan Ruqaiya Hasan. 1976. <i>Cohesion in English</i>. London: Longman Group Ltd.2. Halliday, M. A. K. 1985. <i>An Introduction to Functional Grammar</i>. London: Edward Arnold.3. Givon, T. 1995. <i>Functionalism and Grammar</i>. Amsterdam/Philadelphia: John Benjamin Publishing Company.4. Littlejohn, Stephen W. 2002. <i>Theories of Human Communication (edisi ketujuh)</i>. Belmont: Wadsworth/Thomson Learning.5. Cummings, Louise. 1999/2007. <i>Pragmatik: Sebuah Pendekatan Multidisipliner (Terjemahan Pragmatics: A Multidisciplinary Perspective oleh Eti Setiawati et al.)</i>. Yogyakarta: Pustaka Pelajar.6. Fairclough, Norman. 1995. <i>Critical Discourse Analysis: The Critical Study of Language</i>. London: Longman. |
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| | | <p>7. Brown, Penelope., dan Stephen C. Levinson. 1978. <i>Politeness: Some Universal in Language Usage</i>. Cambridge: Cambridge University Press.</p> <p>8. Jaszczolt, K.M. 2002. <i>Semantics and Pragmatics: Meaning in Language and Discourse</i>. Edinburgh: Pearson Education.</p> |
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|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Docu ment Code |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------|-----------------------------|
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COM PILA TION CODE |
| Drama Studies II | FTK 6013139 | Compulsory | Theory: 3 ect | | 6 | July 7, 2024 |
| | | | Practice: - | | | |
| | | | Amount: | | | |
| Language Details | | Indonesian | | | | |
| Teaching Methods | | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning | | | | |
| Type of Examination | | Test and non-test | | | | |
| Module Coordination | | Rosida Erowati, M.Hum. | | | | |
| Lecturer | | Rosida Erowati, M.Hum | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-6 | Mastering literary theory, appreciation, expression, and creation, with the ability to demonstrate literary skills (appreciation, expression, and creation) in alignment with the character of the Indonesian nation. | | | |
| | | PLO-8 | Mastering research methodologies in the fields of language, literature, and their instruction, with the ability to apply these methodologies to solve problems in language, literature, or their teaching, as well as the capacity to publish findings or obtain copyrights in accordance with academic ethics. | | | |
| | | PLO-9 | Mastering theories of creative work in education, language, literature, and language and literature education, with the ability to demonstrate productive expertise in language or literature fields, such as producing teaching materials, working in Indonesian for Foreign Speakers (BIPA) education, broadcasting, text editing, or serving as a literacy practitioner in the community with professionalism and responsibility | | | |
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| | Course Learning Outcomes (CLO) | |
| | CLO-013 | Able to uphold human values with the implementation of scientific, Islamic, and Indonesian integration. |
| | CLO-043 | Able to apply the science of Indonesian literature. |
| | CLO-052 | Able to implement science and technology in accordance with the field of learning Indonesian language and literature. |
| | CLO-071 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable manner. |
| | CLO-072 | Able to become an independent and collaborative educator. |
| | Sub-CLO | |
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| Brief Description of the Course | | This course covers physical and vocal training materials for actors; stage entry and exit techniques, improvisation, blocking, and stage vocals; dialogue and monologue techniques; sound in drama performances; makeup and costumes for character creation; stage artistry for atmosphere creation; directing approaches; performance production strategies. |
| Scientific Integration | | The integration of science and Islam in drama studies not only provides students with critical insights into works of art, but also helps them to see how art, in this case drama, can be a means to develop character and morality in accordance with Islamic teachings. Thus, drama studies courses can make a positive contribution in shaping individuals who are not only intelligent in text analysis, but also mature in understanding the values of life based on Islamic perspectives. |

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| Research and Community Service Integration | | Journal: Adaptasi Project Based Learning dalam Mata Kuliah Kajian Drama saat Pandemi:mMembangun Interkoneksi dengan Komunikas Erowati, R., Oktaviani, E., Pitaloka, A., Febrine, E., & Hudaa, S. - <i>JENTERA: Jurnal Kajian Sastra</i> , 2023. |
| Learning Materials | | <ol style="list-style-type: none"> 1. Submission of Syllabus and Drama Practicum Guidelines Group building based on random division 2. Physical and Vocal Training for Actors. 3. Stage entry-exit techniques, improvisation techniques, blocking techniques, vocal techniques on stage. 4. Dialogue and monologue techniques. 5. Mid-term exam 6. Concept of staging and directing techniques 7. Sound creation on stage. 8. Character creation through makeup and costumes. 9. Creation of atmosphere through stage artistry. 10. Drama performance production. 11. Final exam. |
| References | | Main: <ol style="list-style-type: none"> 1. Hasanudin, W.S. 1997. <i>Drama: Karya dalam Dua Dimensi</i>. Bandung: Angkasa 2. Hamzah, A. Adjib. 1985. <i>Pengantar Bermain Drama</i>. Bandung: CV. Rosda 3. Sumardjo, J. 2004. <i>Perkembangan Teater Modern dan Sastra Drama Indonesia</i>. Bandung: STSI Press. 4. Aminuddin. 1995. <i>Stilistika</i>. Semarang: IKIP Semarang Press. 5. Waluyo, Herman J. 2002. <i>Drama dan Teori Pengajarannya</i>. Jakarta: Hanindita. 6. Rahmanto, B. 1988. <i>Metode Pengajaran Sastra</i>. Yogyakarta: Kanisius. Supporters: <ol style="list-style-type: none"> 1. Dahana, Radhar Panca. 2001. <i>Ideologi Politik dan teater Indonesia Modern</i>. Magelang: Indonesia Tera. |

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| | | 2. Esten, M. 1990. <i>Tradisi dan Modernitas dalam Sandiwara</i> . Jakarta: Intermasa. 3. Rosidi, Ajip, <i>Sastra dan Budaya: Kedaerahan dalam Keindonesiaan</i> . Jakarta: Pustaka Jaya 1995 4. Bachmid, Talha. 1990. <i>Semangat Derison dalam Drama Kapai Kontemporer: Telaah Bandingan Dua Lakon Kapai Kapai Karya Arifin C. Noer dan Badak Badak Karya Eugene Ionesco</i> . Disertasi pada Program Pascasarjana FSUI. 5. Jassin, H.B. 1991. <i>Tifa Penyair dan Daerahnya</i> . Jakarta: Gunung Agung. 6. Moody, H.L.B. 1971. <i>The Teaching of Literature</i> . London: Longman Group LTD. |
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hCOURSE SYLLABUS

7st Semester

1. Micro Teaching

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| | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Micro Teaching | | Compulsory | Theory: 0 ect5 | L= 40, T= 48, E= 48 | 7 | Agustus 30 st 2023 |

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|---------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|--------------|
| | FTK 6011205 | | Practices: 4.5 ects | Total =136 | | 06:29:39 WIB |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesia | | | | |
| Teaching Methods | | Interactive lectures, inquiries, discussions, presentations and assignments | | | | |
| Type of Examination | | The final mark will be weighted as follows: 1. Final-Term Examination : Essay 30% 2. Mid-Term Examination : Essay 30% 3. lass Activities : Quiz, Homework, etc. 40% | | | | |
| Module Coordination | | Dr. Ahmad Bahtiar.,M.Hum. | | | | |
| Lecturer | | Nur Syamsiyah., M.Pd. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO01 | Demonstrate the attitudes and behavior of a pious, religious person who upholds humanitarian values based on scientific, Islamic and Indonesian values. | | | |

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| | PLO04 | Applying Indonesian educational, linguistic and literary sciences in the learning process in schools and madrasas and other institutions in accordance with the environment and developments of the times. |
| | PLO06 | Able to collaborate in a team, demonstrate creative, innovative, critical thinking and problem-solving abilities in scientific development and implementation of tasks in the world of work, the application of which is based on Islamic values and morals. |
| | PLO07 | Able to develop knowledge and professionalism in Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO013 | Able to uphold humanitarian values by implementing the integration of science, Islam and Indonesian-ness |
| | CLO043 | Able to apply Indonesian literary knowledge |
| | CLO062 | Able to demonstrate creative, innovative work, critical thinking and solution-oriented in scientific development and task implementation. |
| | CLO072 | Able to be an independent and collaborative educator |

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| | Sub-CLO | |
| | Sub-CLO01 | Students can understand and analyze the application of learning models and steps in learning Indonesian |
| | Sub-CLO02 | Students can understand and analyze basic teaching skills in Indonesian language subjects. |
| | Sub-CLO03 | Students can understand and practice teaching skills |
| | Sub-CLO04 | Students can understand and practice teaching skills |
| | Sub-CLO05 | Students can understand and practice teaching skills |
| | Sub-CLO06 | Students can understand and practice teaching skills |
| | Sub-CLO07 | Students can understand and practice teaching skills |
| | Sub-CLO08 | Students can understand and practice teaching skills |
| | Sub-CLO09 | Students can understand and practice teaching skills |
| | Sub-CLO010 | Students can understand and practice teaching skills |

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| | Sub-CLO011 | Students can understand and practice teaching skills |
| | Sub-CLO012 | Students can understand and practice teaching skills |
| | Sub-CLO013 | Students can understand and practice teaching skills |
| | Sub-CLO014 | Students can analyze the evaluation and supervision of learning of Indonesian language subjects. |
| Brief Description of the Course | This course discusses, examines and practices the teaching skills of students as prospective teachers related to preparing, analyzing needs, designing and implementing good learning in accordance with the characteristics of the subject matter, learning objectives and student characteristics. This course emphasizes the activities of knowing how (procedural knowledge) to carry out learning. Through this course, students are invited to experience directly that teaching activities are complex skills that must be nurtured and developed continuously. Teaching skills combine theoretical knowledge about pedagogical content knowledge, practical skills, creative abilities and innovative attitudes of prospective teachers. | |
| Scientific Integration | - | |
| Research and Community Service Integration | - | |

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| Learning Materials | <ol style="list-style-type: none"> 1. Dokumen administrasi Pembelajaran 2. Pembelajaran Inovatif dan Kolaboratif 3. Pembelajaran berbasis Media Pembelajaran Bahasa dan Sastra Indonesia 4. Pembelajaran dengan menggunakan Model Pembelajaran Inovatif 5. Langkah dan Strategi Keterampilan Dasar Mengajar 6. Kemampuan Dasar Praktek Mengajar 7. Evaluasi dan Supervisi Pembelajaran |
| References | Richard I. Arends, (buku 1 dan 2), (2008), <i>Learning to Teach; Belajar untuk Mengajar</i> , Pustaka Pelajar, Yogyakarta. M. Lee Manning dan Katherine T. Bucher, (2007), <i>Classroom Management; Models, Applications and Cases</i> , Pearson, New Jersey |

2. Philology

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| COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |

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|---------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------|---|---------------------------------|
| Philology | FTK601314 1 | Compulsory | Theory: 4.5 ects | L= 40, T= 48, E= 48 Total =136 | 7 | Agustus 30 st , 2023 |
| | | | Practices: 0 ects | | | |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesia | | | | |
| Teaching Methods | | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning Collaborative Learning, Contextual Learning, Project Based Learning | | | | |
| Type of Examination | | The final mark will be weighted as follows: 1. Final-Term Examination : Essay 30% 2. Mid-Term Examination : Essay 30% 3. lass Activities : Quiz, Homework, etc. 40% | | | | |
| Module Coordination | | Dr. Ahmad Bahtiar.,M.Hum. | | | | |
| Lecturer | | Atiqotul Fitriyah M.Hum. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |

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| | PLO02 | Participate in carrying out national and state life with an attitude of nationalism, respect for cultural diversity, advancing society, and responsibility in accordance with the mandate of Pancasila. |
| | PLO04 | Applying Indonesian educational, linguistic and literary sciences in the learning process in schools and madrasas and other institutions in accordance with the environment and developments of the times. |
| | PLO05 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing Indonesian language education curriculum and/or implementing science and technology that pays attention to and applies humanities values that are in accordance with the field of Indonesian language and literature learning. |
| | PLO07 | Able to develop knowledge and professionalism in Indonesian language and literature sustainably, independently, and collectively in order to realize oneself as a true educator who is a learner. |
| | Course Learning Outcomes (CLO) | |
| | CLO 023 | Able to demonstrate an attitude of respect for cultural diversity |
| | CLO 024 | Able to demonstrate an attitude of advancing society with full responsibility in accordance with the mandate of Pancasila |
| | CLO 042 | Able to apply Indonesian language knowledge |
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| | CLO 052 | Able to implement science and technology that is in accordance with the field of learning Indonesian language and literature |
| | CLO 071 | Able to develop scientific and professional knowledge of Indonesian language and literature in a sustainable manner |
| | Sub-CLO | |
| | Sub-CLO 01 | Student able to master the definition and understanding of philology, the importance of manuscripts in philological studies. The function of philology in literary, cultural and historical studies. |
| | Sub-CLO 02 | Students can understand and analyze basic methodology of manuscript analysis and advanced their practices in conducting text criticism and making notes (apparatus criticus) based on the principles of the method |
| | Sub-CLO 03 | Student able to briefly explains the chronology and history of manuscript studies until the emergence of the discipline of linguistics, starting from the Greek, Roman, Middle Eastern, European eras, to its development in Indonesia.. |
| | Sub-CLO 07 | Student able to explained several other disciplines that can be auxiliary sciences for anthropology. In this meeting, the sciences that directly use manuscripts as their objects of study were discussed. In addition, the relationship between anthropology and other disciplines was also discussed. |

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| | Sub-CLO 08 | Student able to directly recognize the form and characteristics of the manuscripts that are the objects of Philology study. |
| | Sub-CLO 09 | Student able to provides a general insight into the function of a manuscript catalog in the study of linguistics, literature, anthropology, history, etc. |
| Brief Description of the Course | This Philology course is given so that students know how to conduct research on handwritten manuscripts, hereinafter referred to as manuscripts, in accordance with the theories and methods in the science of philosophy. Students are also expected to be familiar with the rich treasures of Nusantara manuscripts written in various local languages, and containing various past knowledge that is still relevant to the current context. | |
| Scientific Integration | For this purpose, students will be introduced to the definition and limitations of the science of logic, auxiliary sciences of logic, the flow and stages of logic research, theories and methods of logic research, the treasury of Nusantara manuscripts, the benefits of logic for the world of science and society, and specifically the contribution of logic to research on Islamic history and culture. | |
| Research and Community Service Integration | Understanding the meaning and limitations of the science of logic | |

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| Learning Materials | <div>1. Lecture contract</div> <div>2. Definition of Philology</div> <div>3. Manuscripts as objects of philological study</div> <div>4. History of the development of philological manuscript studies</div> <div>5. Theories, methods, and research flows in philology</div> <div>6. Apparatus Criticus</div> <div>7. Apparatus Criticus</div> <div>8. The relationship between philology and other disciplines</div> <div>9. Manuscript Library Tour</div> <div>10. Manuscript catalog</div> <div>11. Text Editing Practice (1)</div> <div>12. Text Editing Practice</div> <div>13. Reading Manuscripts</div> <div>14. Research Reports</div> |
| References | Required |

Baried, Siti Baroroh dkk. 1994. *Pengantar Teori Filologi. Cetakan ke-2*. Yogyakarta: Badan Penelitian dan Publikasi Fakultas (BPPF) Seksi Filologi Fakultas Sastra Universitas Gadjah Mada.

Fathurahman, Oman. 2015. *Filologi Indonesia: Teori dan Metode*. Jakarta: Prenadamedia Group.

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Behrend, T. E. (ed.). 1998. *Katalog Induk naskah-naskah Nusantara Jilid IV: Perpustakaan Nasional Republik Indonesia*. Jakarta: yayasan Obor Jakarta, bekerjasama dengan EFEO.

Chambert-Loir, Henri & Oman Fathurahman. 1999. *Khazanah Naskah: Panduan Koleksi Naskah Indonesis se-Dunia*. Jakarta: Yayasan Obor Indonesia bekerjasama dengan EFEO.

al-Fadli, ‘Abd al-Hadi. 1982. *Tahqiq al-turath*. Jeddah: Maktabat al-‘ilm. Fathurahman, Oman & Toru Aoyama dkk. 2010. *Katalog Naskah Dayah Tanoh Abee*. Jakarta-Tokyo: Komunitas Bambu-TUFS.

Ikram, Achadiati. 1997. *Filologia Nusantara*. Disunting oleh Titik Pudjiastuti dkk. Jakarta: Pustaka Jaya.

Lubis, Nabilah. 2001. *Naskah, Teks, dan Metode Penelitian Filologi*. Jakarta: Yayasan Media Alo Indonesia.

Pudjiastuti, Titik. 2006. *Naskah dan Studi Naskah*. Bogor: Akademia. Reynolds, L. D. & N. G. Wilson. 1974. *Scribes and Scholars: A Guide to the Transmission of Greek & Latin Literature*. Edisi kedua. Oxford: Clarendon Press.

Sudibyo. 2015. *Filologi: Sejarah, Metode, dan Paradigma*. Yogyakarta: Jurusan Sastra Indonesia Fakultas Ilmu Budaya UGM dan Masyarakat Pernaskahan Nusantara (Manassa) Cabang Yogyakarta. Tjandrasasmita, Uka. 2006. *Kajian naskah-naskah klasik dan penerapannya bagi kajian sejarah Islam di Indonesia*. Jakarta: Puslitbang Lektur Keagamaan, Badan Litbang dan Diklat, Kementerian Agama RI.

3. Islam and Knowledge

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| | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Islam and Knowledge | UIN 6032202 | Compulsory | Theory: 4.5 ects | L= 40, T= 48, E= 48 Total =136 | 7 | Agustus29 st , 2023 |
| | | | Practices: 0ects | | | |
| | | | Total: 4.5 ects | | | |
| Language Details | | Indonesia | | | | |
| Teaching 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. | | | | |
| Type of Examination | | The final mark will be weighted as follows: 1. Final-Term Examination : Essay 40% | | | | |

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| | 2. Mid-Term Examination : Essay 30% 3. Lass Activities : Quiz, Homework, etc. 30% | |
| Module Coordination | Dr. Ahmad Bahtiar.,M.Hum | |
| Lecturer | Muhammad Dahlam.,M.Ag., M.Hum | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO01 | Demonstrate the attitudes and behavior of a pious, religious person who upholds human values based on scientific, Islamic and Indonesian values. |
| | PLO03 | Mastering knowledge about Islam, Pancasila, citizenship, globalization, and the world of work as well as oral or written delivery skills using Indonesian, Arabic, English, or other foreign languages |
| | PLO06 | Able to collaborate in a team, demonstrate creative, innovative, critical thinking and problem-solving abilities in scientific development and implementation of tasks in the world of work, the application of which is based on Islamic values and morals. |
| | PLO07 | Able to develop the science and professionalism of Indonesian language and literature in a sustainable, independent, and collective manner in order to realize oneself as a true educator who is a learner |

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| | Course Learning Outcomes (CLO) | |
| | CLO011 | Able to demonstrate pious attitudes and behavior |
| | CLO012 | Able to internalize religious values |
| | CLO013 | Able to uphold humanitarian values by implementing the integration of science, Islam, and Indonesian-ness |
| | CLO031 | Able to master knowledge about Islam |
| | CLO062 | Able to demonstrate creative, innovative, critical thinking and solution-oriented work in scientific development and implementation of tasks |
| | CLO063 | Able to carry out tasks based on moral and Islamic values |
| | CLO073 | Able to be an educator who always continues to learn |
| | Sub-CLO | |
| | Sub-CLO01 | Write down the abilities of the 2nd stage and so on in learning (Sub CPMK...) etc..... |

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| | Sub-CLO02 | In the same way as in line 1, write down to the last Sub |
| | Sub-CLO03 | <p>Students are able to explain the definition of the verses Qauliyah and Kauniyah</p> <ul style="list-style-type: none">• Students are able to explain examples<ul style="list-style-type: none">- examples of the verses Qauliyah and Kauniyah• Students are able to explain the relationship between science, religion, and culture • Students are able to explain the law of Allah (Sunnatullah)• Students are able to explain the reasons<ul style="list-style-type: none">- for the progress of Muslims in the field of science and technology• Students are able to explain the reasons<ul style="list-style-type: none">- for the decline of Muslims in science and technology |
| Brief Description of the Course | This Islam and Science course is designed to introduce students to the principles of critical and analytical thinking about the integration and application of Islamic values into science and technology in local, regional, national and global contexts. This course focuses on several main studies. Among them, science in the Islamic perspective, the nature and position of reason and revelation, qauliyah and kauniyah verses, the integration of Islam with science, the nature of science, technology and art in the Islamic perspective, the obligation to seek and develop science, and the Islamic perspective on science, technology and art. | |
| Scientific Integration | - | |

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| Research and Community Service Integration | - |
| Learning Materials | <ol style="list-style-type: none">1. Al-Quran and as-Sunnah as sources of knowledge2. The nature of science and technology in the view of Islam3. Monumental works of Muslims in science and technology4. The obligation to seek knowledge, develop it, and practice it5. Ethics of development and application of science and technology in the view of Islam6. Integration of Islam and science7. Paradigm of development of science and technology8. Interrelation of the truth of the Qur'an and science and technology9. Islamic paradigm of science10. Islamic ethics in the application of science11. Da'wah bil hal through the development and application of science and technology |

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| References | <p>Yusuf Qardhawi, Al-Quran dan Sumber Ilmu Pengetahuan.</p> <p>Yusuf Qardhawi, Al-Quran, Ilmu Pengetahuan dan Teknologi.</p> <p>Zaqlul An-najar, Hadis Nabi dan Sains, Kuala Lumpur: Al-Hidayah.</p> <p>AM. Saefuddin, Desekularisasi Pemikiran, Bandung: Mizan, 1987.</p> <p>Endang Saifuddin Anshari. Ilmu Filsafat dan Agama.</p> <p>Fazlurrahman, Islam dan Modernitas. Bandung: Pustaka.</p> <p>Harun Nasution, Akal Dan Wahyu dalam Islam, Penerbit UI Press, Jakarta: 1980.</p> <p>Ismail Raji Al-Faruqi. Islamisasi Ilmu Pengetahuan. Bandung: Pustaka.</p> <p>M. Dawam Rahardjo, Ensiklopedia Al-Quran. Jakarta: Paramadina, 1996.</p> <p>M.Quraish Shihab, Membumikan Al-Quran, Mizan, Bandung, 1992.</p> <p>M. Quraish Shihab, Wawasan Al-Quran. Cet XIV. Bandung: Mizan, 2003.</p> <p>M.Quraish Shihab, Membumikan Al-Qur'an. Bandung: Mizan, 2014.</p> <p>Nurcholis Majid, Islam Doktrin dan Peradaban, Yayasan wakaf Paramadina, Jakarta, 1992.</p> |
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Elective Course

1. Manuscript Editing

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| | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Manuscript Editing | FTK601320 1 | Compulsory | Theory: 3 ects | L= 26.7, T= 32, E= 32 Total =90.7 | 7 | Agustus29 st , 2023 |
| | | | Practices: 0 ects | | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesia | | | | |
| Teaching Methods | | Cooperative Learning, Collaborative Learning, and Project Based Learning. | | | | |
| Type of Examination | | Test and non-test | | | | |
| Module Coordination | | Neneng Nurjanah, M.Hum. | | | | |
| Lecturer | | Dr. Idris Thaha, M.Si. and Kinkin Suartini M.Pd. | | | | |
| Course Requirements | | None | | | | |

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| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO01 | Demonstrate the attitude and behavior of a pious, religious person who upholds human values based on scientific, Islamic, and Indonesian values |
| | PLO04 | Apply educational, linguistic, and Indonesian literature knowledge in the learning process at schools and madrasas and other institutions in accordance with the environment and developments of the times |
| | PLO06 | Able to collaborate in a team, demonstrate creative, innovative, critical thinking and problem-solving abilities in the development of knowledge and implementation of tasks in the world of work whose application is based on Islamic values and morals |
| | PLO07 | Able to develop knowledge and professionalism of Indonesian language and literature in a sustainable, independent, and collective manner in order to realize oneself as a true educator who is a learner |
| | Course Learning Outcomes (CLO) | |
| | CLO013 | Able to uphold humanitarian values by implementing the integration of science, Islam, and Indonesian-ness |
| | CLO042 | Able to apply Indonesian language knowledge |

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| | CLO061 | Able to demonstrate collaboration in teamwork |
| | CLO072 | Able to become an independent and collaborative educator |
| | Sub-CLO | |
| | Sub-CLO01 | Explaining the nature, scope, and benefits of editing |
| | Sub-CLO02 | Explaining the definition of script, types, and script conversion |
| | Sub-CLO03 | Explains content editing, language editing, and applying script editing symbols. |
| | Sub-CLO04 | Make corrections (edits) based on grammar to the manuscript |
| | Sub-CLO05 | Making corrections (edits) based on the Improved Spelling Edition V to the manuscript |
| | Sub-CLO06 | Make corrections (edits) based on language variety |
| | Sub-CLO07 | Students are able to explain the stages of editing a manuscript. |
| | Sub-CLO08 | Students are able to explain the process of editing manuscripts at publishers. |

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| | Sub-CLO09 | Students are able to explain the process of editing manuscripts in mass media. |
| | Sub-CLO010 | Students are able to correct (edit) fiction and/or non-fiction manuscripts |
| | Sub-CLO011 | Students are able to correct (edit) fiction and/or non-fiction manuscripts |
| | Sub-CLO012 | Students are able to correct (edit) fiction and/or non-fiction manuscripts |
| | Sub-CLO014 | Students are able to correct (edit) fiction and/or non-fiction manuscripts |
| Brief Description of the Course | This course is an elective course for 7th semester students. In this course, students will learn about manuscript editing, manuscript matters, stages of manuscript editing, and various types of editing. types of manuscripts, and the process of editing manuscripts in various manuscript editing institutions. | |
| Scientific Integration | <p>This course is an elective course for 7th semester students. In this course, students will learn about manuscript editing, manuscript matters, stages of manuscript editing, editing various types of manuscripts, and the process of manuscript editing in various manuscript editing institutions. Integration of Science and Islam The Manuscript Editing course combines science and Islam. This is represented in the lecture process where students apply linguistic knowledge, including Standard Indonesian Grammar (TBBBI) and Enhanced Spelling Edition V. In the Manuscript Editing course, students examine the manuscript, propose improvements, so that the manuscript is free from linguistic errors. In this case, students are not only required to understand grammar and spelling guidelines but are able to apply them in editing manuscripts. Thus, students know, analyze, and make corrections to the manuscript so that the manuscript is free from errors. If examined carefully, the Manuscript Editing course represents the command in the Qur'an in Surah An-Nissa verse 5 regarding speaking (speaking) well.</p> <p>وَلَا تُؤْثِرُوا الْأُسْفَهَاءَ أَمْوَالَكُمُ الَّتِي جَعَلَ اللَّهُ لَكُمْ قِيَامًا وَارْزُقُوهُمْ فِيهَا وَاكْسُوهُمْ وَقُولُوا لَهُمْ قَوْلًا مَعْرُوفًا</p> | |

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| | And do not hand over to people whose minds are not yet perfect, your wealth (those in power) which Allah has made the basis of life. Give them shopping and clothes (from the proceeds of the wealth) and speak to them good words. |
| Research and Community Service Integration | - |

Learning Materials

- The study materials in this course are:
- The nature, scope, and benefits of manuscript editing.
 - Definition of manuscript and types of manuscripts.
 - Types of editing and symbols in manuscript editing.
 - Language editing based on aspects of Standard Indonesian Grammar.
 - Language editing based on aspects of Enhanced Spelling V.
 - Language editing based on language varieties.
 - Stages of Manuscript Editing.
 - Manuscript Editing Process at Publishers.
 - Manuscript Editing Process in Mass Media.
 - Manuscript Editing Practices.

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| References | <p>Utama:</p> <ol style="list-style-type: none"> 1. Eneste, Pamusuk. <i>Buku Pintar Penyunting Naskah - Edisi Kedua</i>. Jakarta: Gramedia Pustaka Utama, 2013. 2. Trim, Bambang. <i>200+ Solusi Editing Naskah dan Penerbitan</i>. Bandung: Bumi Aksara, 2022. 3. Trim, Bambang. <i>Mengedit Naskah dengan Markah: Seri Kesatu Buku "Kurang Pintar" Volume 1</i>. Bandung: Penulis Pro Indonesia, 2021. 4. Saefudi, Erlan. <i>Prinsip Dasar Penyuntingan Naskah</i>. Jakarta: Erlangga, 2021. 5. Badan Pengembangan dan Pembinaan Bahasa Kemendikbud. <i>Tata Bahasa Baku Bahasa Indonesia (Edisi Keempat)</i>. Jakarta: Badan Pengembangan dan Pembinaan Bahasa. 2017. 6. Badan Pengembangan dan Pembinaan Bahasa Kemendikbud. <i>Ejaan yang Disempurnakan Edisi V</i>. Jakarta: Badan Pengembangan dan Pembinaan Bahasa. 2017. <p>Pendukung</p> <ol style="list-style-type: none"> 1. Badan Pengembangan dan Pembinaan Bahasa Kemendikbud. <i>Kamus Besar Bahasa Indonesia Edisi VI</i>. Jakarta: Badan Pengembangan dan Pembinaan Bahasa. 2023. 2. Endarmoko, Eko. <i>Tesamoko</i>. Gramedia. 2021. 3. Badan Pengembangan dan Pembinaan Bahasa Kemendikbud. <i>Tesaurus Tematik</i>. Jakarta: Badan Pengembangan dan Pembinaan Bahasa. 2017. |
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2. Linguistic Anthropology

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| | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |

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| Linguistic Anthropology | FTK201360 4 | Compulsory | Theory: 3 ects | L= 26.7, T= 32, E= 32 Total =90.7 | 7 | Agustus30 st , 2023 |
| | | | Practices: 0 ects | | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesia | | | | |
| Teaching Methods | | Cooperative Learning, Collaborative Learning, dan Project Based Learning. | | | | |
| Type of Examination | | The final mark will be weighted as follows: 1. Final-Term Examination : Essay 30% 2. Mid-Term Examination : Essay 20% 3. Lass Activities : Quiz, Homework, etc. 50% | | | | |
| Module Coordination | | Dr. Ahmad Bahtiar, M.Hum. | | | | |
| Lecturer | | Dr. Nuryani,M.A | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO01 | Demonstrate the attitude and behavior of a pious, religious person who upholds the values of humanity based on scientific, Islamic, and Indonesian values | | | |

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| | PLO04 | Apply educational science, language, and Indonesian literature in the learning process in schools and madrasas and other institutions in accordance with the environment and developments of the times |
| | PLO05 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing Indonesian language education curriculum and/or implementing science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature |
| | PLO07 | Able to develop Indonesian language and literature science and professionalism in a sustainable, independent, and collective manner in order to realize themselves as true educators who are learners |
| | Course Learning Outcomes (CLO) | |
| | CLO013 | Able to uphold humanitarian values by implementing the integration of science, Islam, and Indonesian-ness |
| | CLO043 | Able to apply Indonesian literary science |
| | CLO052 | Able to implement science and technology that is in accordance with the field of learning Indonesian language and literature |
| | CLO071 | Able to develop Indonesian language and literature science and professionalism sustainably |

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| | Sub-CLO | |
| | Sub-CLO01 | Able to explain the concept of intersection between the fields of anthropology and linguistics 2. Able to explain the scope of the field of linguistic anthropology 3. Able to explain the basic concepts in the field of linguistic anthropology |
| | Sub-CLO02 | Able to understand language as one of the elements of culture (anthropology) |
| | Sub-CLO03 | Able to understand language as one of the elements of culture (anthropology) |
| | Sub-CLO04 | Able to explain the concept of linguistic anthropology and other interdisciplinary sciences · Able to utilize the internet to search for the concept of linguistic anthropology paradigms for language studies |
| | Sub-CLO05 | Able to explain the concept of linguistic anthropology and other interdisciplinary sciences · Able to use the internet to search for the concept of linguistic anthropology paradigms for language studies |
| | Sub-CLO06 | Able to explain linguistic anthropology: the relationship between literature studies and field studies |
| | Sub-CLO07 | Able to explain linguistic anthropology: the relationship between literature studies and field studies |
| | Sub-CLO08 | Able to explain the concept of the subject of study in linguistic anthropology |

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| Brief Description of the Course | This course covers theories about discourse and discourse systems in Indonesian and regional languages which include: the nature of discourse, references and inferences, cohesion and coherence, types of discourse, and discourse context. |
| Scientific Integration | - |
| Research and Community Service Integration | - |
| Learning Materials | - |
| References | <p>1. Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology . West-Sussex (UK): WilleyBlackwell.</p> <p>2. Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge: Cambridge University Press</p> <p>3. Buku antropolgi bahasa praktis</p> |

3. Semiotic

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| | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Semiotic | | | Theory: 3 ect | L= 26.7, T= 32, E= 32 | 7 | Agustus30 st , 2023 |

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| | FTK601320 7 | Compulsory | Practices: 0 ects | Total =90.7 | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesia | | | | |
| Teaching Methods | | Tutorials, Seminars or equivalent, Practicums, Studio Practices, Workshop Practices, Field Practices, Research, Community Service and/or other equivalent forms of learning. Cooperative Learning, Collaborative Learning, and Project Based Learning. | | | | |
| Type of Examination | | The final mark will be weighted as follows: 1. Final-Term Examination : Essay 30% 2. Mid-Term Examination : Essay 20% 3. Lass Activities : Quiz, Homework, etc. 50% | | | | |
| Module Coordination | | Dr. Ahmad Bahtiar, M.Hum. | | | | |
| Lecturer | | Makyun Subuki, M.Hum. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO01 | Demonstrate the attitude and behavior of a pious, religious person who upholds human values based on scientific, Islamic, and Indonesian values | | | |

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| | PLO04 | Apply educational, linguistic, and Indonesian literary sciences in the learning process in schools and madrasas and other institutions in accordance with the environment and developments of the times |
| | PLO05 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing an Indonesian language education curriculum and/or implementing science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature |
| | PLO06 | Able to collaborate in a team, demonstrate creative, innovative, critical thinking and problem-solving abilities in the development of science and implementation of tasks in the world of work whose application is based on Islamic values and morals |
| | Course Learning Outcomes (CLO) | |
| | CLO01 | Able to uphold humanitarian values by implementing the integration of science, Islam, and Indonesian-ness |
| | CLO02 | Able to apply Indonesian language science |
| | CLO03 | Able to apply Indonesian language science |
| | CLO04 | Able to implement science and technology that are in accordance with the field of learning Indonesian language and literature |

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| | CLO05 | Able to develop Indonesian language and literature science and professionalism sustainably |
| | Sub-CLO | |
| | Sub-CLO01 | - |
| | Sub-CLO02 | - |
| Brief Description of the Course | Discussion of theoretical concepts of analyzing semiotic aspects in linguistics by utilizing the essence, flow, and application of semiotics through face-to-face activities, training, structured assignments, independent learning, and simulations in order to produce articles/papers to be presented in class discussions and departmental work exhibitions/displays. | |
| Scientific Integration | - | |
| Research and Community Service Integration | - | |

Learning Materials

The study materials in this course are

1. Definition of Semiotics
2. Semiotic ideas from Ferdinand de Saussure
3. Semiotic ideas from Carles Sanders Pierce
4. Branches of Semiotics
5. Definition of signs
6. How signs work
7. Types of signs
8. Explaining the Semiotic framework of Charles Sanders Pierce's model
9. Explaining the Semiotic framework of Ferdinand de Saussure's model
10. Explaining the Semiotic framework of Michael Riffaterre's model
11. Explaining the Semiotic framework of M.H. Abrams' model
12. Semiotic analysis using the Riffaterre model
13. Semiotic analysis using the Abrams model

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| References | <ol style="list-style-type: none"> 1. Fashri, Fauzi. 2014. Pierre Bourdieu: Menyingkap Kuasa Simbol . Yogyakarta: Jalasutra. 2. Kurniawan. 2001. Semiologi Rolland Bathes. Magelang: IndonesiaTera. 3. Noth, Winfried. 2004. Semiotik . Penerjemah Abdul Syukur Ibrahim (Ed). Surabaya: Airlangga University Press. 4. Piliang, Yasraf Amir. 2003. Hipersemiotika: Tafsir Cultural Studies Atas Matinya Tanda. Yogyakarta: Jalasutra. 5. Rusmana, Dadan. 2014. Filsafat Semiotika: Paradigma, Teori, dan Metode Interpretasi Tanda dari Semiotika Struktural hingga Dekonstruksi Praktis. Bandung: Penerbit Pustaka Setia. |
| Prerequisite courses | Students who take the Manuscript Editing course are required to pass the Writing course. |

4. Forensic Linguistics

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| | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Forensic Linguistics | FTK601320 3 | Compulsory | Theory: 3 ects | L= 26.7, T= 32, E= 32 Total =90.7 | 7 | Agustus30 st , 2023 |
| | | | Practices: 0 ects | | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesia | | | | |

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| Teaching Methods | Tutorials, Seminars or equivalent, Practicums, Studio Practices, Workshop Practices, Field Practices, Research, Community Service and/or other equivalent forms of learning. Cooperative Learning, Collaborative Learning, and Project Based Learning. | |
| Type of Examination | <p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> 1. Final-Term Examination : Essay 30% 2. Mid-Term Examination : Essay 20% 3. Lass Activities : Quiz, Homework, etc. 50% | |
| Module Coordination | Dr. Ahmad Bahtiar, M.Hum. | |
| Lecturer | Makyun Subuki, M.Hum. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO01 | Demonstrate the attitude and behavior of a pious, religious person who upholds human values based on scientific, Islamic, and Indonesian values |
| | PLO04 | Applying educational, linguistic, and Indonesian literary sciences in the learning process in schools and madrasas and other institutions in accordance with the environment and developments of the times |

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| | PLO05 | Able to apply logical, critical, systematic, and innovative thinking in the context of developing an Indonesian language education curriculum and/or implementing science and technology that pays attention to and applies humanities values in accordance with the field of learning Indonesian language and literature |
| | PLO07 | Able to develop Indonesian language and literature scientific and professionalism sustainably, independently, and collectively in order to realize themselves as true educators who are learners |
| | Course Learning Outcomes (CLO) | |
| | CLO01 | Students are able to study linguistics in the legal realm. This branch of linguistics studies in more depth the use of language used by someone involved in a legal case. |
| | Sub-CLO | |
| | Sub-CLO01 | - |
| Brief Description of the Course | This course provides an understanding of Forensic Linguistics activities, which is a branch of linguistics that studies and examines linguistics in the legal realm. This branch of linguistics examines in more depth the use of language used by someone involved in a legal case. | |
| Scientific Integration | - | |

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| Research and Community Service Integration | - |
| Learning Materials | <p>Write the MK study material / materials, in detail, with sequential writing</p> <ol style="list-style-type: none">1. Forensic Language and Linguistics2. History of forensic linguistics3. parts of forensic linguistics4. relationship of forensic linguistics with discourse analysis5. forensic linguistic concepts6. forensic linguistic models7. forensic linguistic theory8. Forensic Linguistic Analysis9. forensic linguistic analysis 210. relationship of Forensics with Ideology11. relationship of Forensics with Ideology12. relationship between forensics and criminal law |

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| References | <ol style="list-style-type: none"> 1. John Olsson dan June Luchjenbroers (2014). Forensic Linguistics . Bloomsbury Academic. 2. Mahsun (2018). Linguistik Forensik: Memahami Forensik Berbasis Teks dengan Analogi DNA . Depok: 3. Rajagrafindo Kushartanti, et.al., ed. (2005). Pesona Bahasa: Langkah Awal Memahami Linguistik . Gramedia Pustaka Utama. 4. Coulthard, Malcolm, Alison Johnson, dan David Wright (2016). An Introduction to Forensic Linguistics: Language in Evidence . New York: Routledge. 5. Sholihatin, Endang (2019). Linguistik Forensik dan Kejahatan Berbahasa . Yogyakarta: Pustaka Pelajar. 6. Eriyanto. 2001. Analisis Wacana: Pengantar Analisis Teks Media. Yogyakarta: LKis. |
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5. Folklor

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| | <p>COURSE SYLLABUS</p> <p>BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME</p> <p>FACULTY OF EDUCATIONAL SCIENCES</p> <p>UIN SYARIF HIDAYATULLAH JAKARTA</p> | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Folklor | FTK6013 205 | Compulsory | Theory: 3 ects | L= 26.7, T= 32, E= 32 Total =90.7 | 7 | Agustus 7 st , 2024 |
| | | | Practices: 0 ects | | | |

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| | | | Total: 3 ects | | | |
| Language Details | | Indonesia | | | | |
| Teaching Methods | | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning | | | | |
| Type of Examination | | <p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> 1. Final-Term Examination : Essay 40% 2. Mid-Term Examination : Essay 30% 3. Lass Activities : Quiz, Homework, etc. 30% | | | | |
| Module Coordination | | Dr. Ahmad Bahtiar, M.Hum. | | | | |
| Lecturer | | Yang Yang Merdiyatna, M.Pd. | | | | |
| Course Requirements | | None | | | | |
| Program Learning Outcomes | | STUDY PROGRAMME (PLO) | | | | |
| | | PLO-01 | Demonstrating religious devotion, ethical and moral principles, and environmental responsibility in everyday conduct as a duty towards the blessings conferred by the Almighty. | | | |

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| | PLO-02 | Mastering the development of language learning theories, literature, and language pedagogy, and being able to apply them in teaching the Indonesian language at primary and secondary education levels, following scholarly procedures rooted in Islamic and Indonesian values. |
| | PLO-09 | Mastering theories of creative work in education, language, literature, and language and literature education, with the ability to demonstrate productive expertise in language or literature fields, such as producing teaching materials, working in Indonesian for Foreign Speakers (BIPA) education, broadcasting, text editing, or serving as a literacy practitioner in the community with professionalism and responsibility. |
| | PLO-10 | Capable of integrating scholarly knowledge, Islamic values, and Indonesian identity in developing academic potential as an embodiment of their professional role. |
| | Course Learning Outcomes (CLO) | |
| | CLO-01 | Showing religious, ethical and moral attitudes, as well as caring for the environment in daily behavior as a responsibility for the gift of Indonesian folklore treasures. |
| | CLO-02 | Mastering the development of folkloric theory, and being able to apply it in learning Indonesian at the primary and secondary education levels with scientific procedures based on Islam and Indonesianness. |

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| | CLO-03 | Mastering the theory of creative works in the field of folklore, and being able to apply productive performance in the field of language or literature, for example producing teaching materials from folklore treasures. |
| | CLO-04 | Able to integrate science, Islam, and Indonesianness in developing folklore treasures that are part of the realization of the profession in the field of language and literature. |
| | Sub-CLO | |
| | Sub-CLO-01 | Students understand the introduction to lectures, lecture policies, lecture contracts |
| | Sub-CLO-02 | Students are able to explain folklore and the history of folklore development |
| | Sub-CLO-03 | Students are able to explain forms of Indonesian folklore |
| | Sub-CLO-04 | Students are able to explain folkloric research in Indonesia |
| | Sub-CLO-05 | Students are able to explain the method of collecting folklore |
| | Sub-CLO-06 | Students are able to explain the function of folklore |

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| | Sub-CLO-07 | Students are able to explain folklore studies |
| | Sub-CLO-08 | Students are able to explain the relationship between folklore and other sciences |
| | Sub-CLO-09 | Students are able to study folklore |
| | Sub-CLO-010 | Students are able to inventory folklore |
| Brief Description of the Course | This lecture discusses the meaning of folklore, the scope of folklore, the development of folklore, the function of folklore, the variety of folklore, the inventory of folklore treasures, folklore research, the usefulness of folklore research, data collection in folklore research, the relevance of folklore treasures to other scientific fields. | |
| Scientific Integration | This course integrates with science and Islam. This is shown by the existence of folkloric treasures related to Islamic values. For example, the folklore treasures of Sangkuriang and Malin kundang folklore that show respect for a mother. In Islam, mothers are one of the people who must be honored. | |
| Research and Community Service Integration | <ul style="list-style-type: none"> - STRUKTUR, KONTEKS, DAN FUNGSI CERITA RAKYAT KARANGKAMULYAN Merdiyatna Jurnal Salaka : Jurnal Bahasa, Sastra, dan Budaya Indonesia DOI: 10.33751/jsalaka.v1i2.1283 - https://ppjb-sip.org/jurnal.ppjb-sip.org/index.php/bahasa/article/view/292 DOI: https://doi.org/10.26499/bahasa.v4i2.292 - KONTRIBUSI NILAI BUDAYA CERITA RAKYAT KABUPATEN CIAMIS TERHADAP PENDIDIKAN KARAKTER JUDIKA (JURNAL PENDIDIKAN UNSIKA) DOI: https://doi.org/10.35706/judika.v1i1i1.8535 | |

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| | <p>- Nilai-nilai Budaya dalam Cerita Rakyat Karangkamulyan Merdiyatna Jurnal Salaka : Jurnal Bahasa, Sastra, dan Budaya Indonesia DOI: 10.33751/jsalaka.v4i2.6807</p> |
| Learning Materials | <ol style="list-style-type: none">1. About Folklore2. Genre of Folklore3. Function of Folklore4. Research of Folklore5. Inventory of Folklore6. The Connection of Folklore with Other Sciences |
| References | <p>Main Source Book:</p> <p>Danandjaya, James. 1991. <i>Folklor Indonesia: Ilmu Gosip, Dongeng, dan Lain-lain</i>. Jakarta: Pustaka Utama Grafiti.</p> <p>Endraswara, Suwardi. 2009. <i>Metodologi Penelitian Folklor: Konsep, Teori, dan Aplikasi</i>. Yogyakarta: MedPress.</p> <p>Endraswara, Suwardi. 2013. <i>Folklor Nusantara: Hakikat, Bentuk, dan Fungsi</i>. Yogyakarta: Penerbit Ombak.</p> <p>Finnegan, Ruth. 1977. <i>Oral Poetry</i>. London: Cambridge University Press.</p> <p>Hutomo, Suripan Sadi. 1991. <i>Mutiara yang Terlupakan: Pengantar Studi Sastra Lisan</i>. Surabaya: HISKI Komisariat Jawa Timur.</p> <p>Propp, Vladimir. 1984. <i>Theory and History of Folklore</i>. Minneapolis: University of Minnesota Press</p> <p>Pudentia MPSS. 2015. <i>Metodologi Kajian Tradisi Lisan</i>. Jakarta: Yayasan Pustaka Obor Indonesia.</p> <p>Rusyana, Yus dan Ami Raksanagara. 1978. <i>Sastra Lisan Sunda: Ceritera Karuhun, Kajajaden, dan Dedemit</i>. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa, Departemen Pendidikan dan Kebudayaan</p> |

Sims, Martha C. 2005. *Living Folklore An Introduction to the Study of People and Their Traditions*. Utah:
Utah State University Press.

Additional Resource Books:

Luxemburg, Jan Van, Mieke Bal, dan Willem G. Weststeijn. 1991. *Tentang Sastra* (Diindonesiakan oleh Akhadiati Ikram).
Jakarta: Intermasa.

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6. Comparative Historical Linguistics

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| | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTE R | COMPILATION CODE |
| Comparative Historical Linguistics | FTK6013 206 | Compulsory | Theory: 3 ects | L= 26.7, T= 32, E= 32 Total =90.7 | 7 | Agustus30 st , 2023 |
| | | | Practices: 0 ects | | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesia | | | | |
| Teaching Methods | | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, | | | | |

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| Type of Examination | The final mark will be weighted as follows: 1. Final-Term Examination : Essay 40% 2. Mid-Term Examination : Essay 30% 3. Lass Activities : Quiz, Homework, etc. 20% | |
| Module Coordination | Dr. Ahmad Bahtiar,M.Hum | |
| Lecturer | Dr. Dona Aji Karunia Putra, M. A. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO01 | Demonstrate the attitude and behavior of a pious, religious person who upholds human values based on scientific, Islamic, and Indonesian values |
| | PLO03 | Master knowledge about Islam, Pancasila, citizenship, globalization, and the world of work as well as oral or written delivery skills using Indonesian, Arabic, English, or other foreign languages |
| | PLO06 | Able to collaborate in a team, demonstrate creative, innovative, critical thinking and problem-solving abilities in developing science and carrying out tasks in the world of work whose application is based on Islamic values and morals |

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| | PLO07 | Able to develop science and professionalism in Indonesian language and literature in a sustainable, independent, and collective manner in order to realize oneself as a true educator who is a learner |
| | Course Learning Outcomes (CLO) | |
| | CLO013 | Able to uphold humanitarian values by implementing the integration of science, Islam, and Indonesian-ness |
| | CLO042 | Able to apply Indonesian language science |
| | CLO052 | Able to implement science and technology in accordance with the field of learning Indonesian language and literature |
| | CLO071 | Able to develop Indonesian language and literature science and professionalism sustainably |
| | Sub-CLO | |
| | Sub-CLO01 | Explaining the Nature, Definition, and Purpose of Comparative Linguistics |
| | Sub-CLO02 | Methods in comparative linguistics |

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| | Sub-CLO03 | Utilizing the internet as a tool for the three types of methods in comparative linguistics |
| | Sub-CLO04 | The use of lexicostatistical methods in grouping related languages |
| | Sub-CLO05 | Using the glottochronology method in calculating the age of related languages |
| | Sub-CLO06 | Explaining the Austrian Language Family |
| | Sub-CLO07 | Explaining language migration and examples |
| | Sub-CLO08 | Explaining Sound Changes |
| | Sub-CLO09 | Explaining the Types of Sound Changes |
| | Sub-CLO010 | Explaining Examples of Types of Sound Changes |
| Brief Description of the Course | | Mastering the concepts and various methods of comparative linguistics, and Lexicostatistics and Glottochronology, types of sound changes, language migration, Austrian languages, and the Austronesian language family through class meeting activities, field research, discussions, presentations to produce several articles on the application of comparative linguistics to be presented in class discussions and recorded |

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| Scientific Integration | - |
| Research and Community Service Integration | - |
| Learning Materials | - |
| References | <ol style="list-style-type: none">1. Kawi, Djantera.dkk. 2002. Penelitian Kekerabatan dan Pemetaan Bahasa-bahasa Daerah di Indonesia: Provinsi Kalimantan Selatan. Jakarta: Pusat Bahasa2. Keraf, Gorys. 1996. Linguistik Bandingan Historis. Jakarta: PT Gramedia Pustaka Utama3. Sugiono, Dendy, dkk. 2002. Kosakata Dasar Swadesh di Kabupaten Sangan dan Sintang. Jakarta: Pusat Bahasa Depdikbud4. Sugiono, Dendy, dkk. 2002. Penelitian Kekerabatan dan Pemetaan Bahasa-bahasa Daerah di Indonesia. Jakarta: Pusat Bahasa5. Campbell, L. (2013). <i>Historical Linguistics: An Introduction</i> (3rd ed.). Edinburgh: Edinburgh University Press.6. Bybee, J. (2015). <i>Language Change and Universals</i>. Oxford University Press.7. Crowley, T., & Bower, C. (2010). <i>An Introduction to Historical Linguistics</i> (4th ed.). Oxford University Press.8. Trask, R. L. (1996). <i>Historical Linguistics</i>. Arnold. |

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| | 10. Rankin, R. L. (2003). <i>The Comparative Method and Language Classification</i> . In B. D. Joseph & R. D. Janda (Eds.), <i>The Handbook of Historical Linguistics</i> (pp. 189-212). Blackwell. |
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7. Public Speaking

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| | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Public Speaking | FTK601320 2 | Compulsory | Theory: 3 ects | L= 26.7, T= 32, E= 32 Total =90.7 | 7 | Agustus30 st , 2023 |
| | | | Practices: 0 ects | | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesia | | | | |

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| Teaching Methods | Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, | |
| Type of Examination | The final mark will be weighted as follows: 1. Final-Term Examination : Essay 30% 2. Mid-Term Examination : Essay 20% 3. Lass Activities : Quiz, Homework, etc. 50% | |
| Module Coordination | | |
| Lecturer | Dr. Elvi Susanti, M.Pd. | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO01 | Demonstrate the attitude and behavior of a pious, religious person who upholds human values based on scientific, Islamic, and Indonesian values |
| | PLO03 | Master knowledge about Islam, Pancasila, citizenship, globalization, and the world of work as well as oral or written delivery skills using Indonesian, Arabic, English, or other foreign languages |

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| | PLO06 | Able to collaborate in a team, demonstrate creative, innovative, critical thinking and problem-solving abilities in developing science and carrying out tasks in the world of work whose application is based on Islamic values and morals |
| | PLO07 | Able to develop science and professionalism in Indonesian language and literature in a sustainable, independent, and collective manner in order to realize oneself as a true educator who is a learner |
| | Course Learning Outcomes (CLO) | |
| | CLO013 | Able to uphold humanitarian values by implementing the integration of science, Islam, and Indonesian-ness. (CPL-1) |
| | CLO033 | Able to convey messages verbally or in writing in Indonesian and/or foreign languages. (CPL-3) |
| | CLO062 | Able to demonstrate creative, innovative, critical thinking, and solution-oriented work in the development of science and implementation of tasks. (CPL-6) |
| | CLO072 | Able to become an independent and collaborative educator (CPL-7) |
| | Sub-CLO | |

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| | Sub-CLO01 | - |
| Brief Description of the Course | This lecture takes place online and the material includes understanding the definition/limits of an anchor, various professions related to speaking skills, the purpose of the event, distinguishing and recognizing the characteristics of the event, various sentences used. used and put into practice, the flow of activities and the main requirements for becoming a host, obstacles, tips for becoming a host, ethical characteristics in communicating, making examples of forms and methods of communication, basic techniques for being a host and practicing them in class according to the nature of the event. | |
| Scientific Integration | - | |
| Research and Community Service Integration | - | |

Learning Materials

- 1. Definition/limitation of an announcer
- 2. Basic techniques for becoming an announcer
- 3. Various professions related to speaking skills, including on social media
- 4. Purpose and nature of the event
- 5. Variety of announcer sentences and how to create a variety of sentences used in an announcer (practice)
- 6. Eight things that the best speakers have
- 7. Etiquette, vocal techniques, and examples of announcer sentences
- 8. UTS
- 9. Public speaking skills
- 10. Main requirements for becoming an Master of Ceremony
- 11. Obstacles as an Master of Ceremony

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3. Izzah, Abu. 2009. Materi Praktis Menjadi MC dan Pidato Andal. Surakarta: Pustaka Mandiri.
4. King, Larry. 2005. Seni Berbicara kepada Siapa saja, kapan saja, di mana saja. Jakarta: Gramedia.
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8. -----, 2013. Public Speaking for Teacher (Kiat Sukses Pendidik Berkomunikasi dengan Publik. Jakarta: Grasindo.
9. -----, 2016. The Power of Public Speaking (Kiat Cerdas Berbicara di Depan Publik). Jakarta: Gramedia.
10. Suparno, dkk. Berbicara. Jakarta: Universitas Terbuka.
11. Susanti, Elvi. 2018. Keterampilan Berbicara. Depok: Rajawali Pers.
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13. Triono, Hendi. 2007. Langkah Awal Menjadi Presenter. Yogyakarta: Cakrawala.

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| | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| BIPA Teaching and Research Methodology | FTK 6013110 | Compulsory | Theory: 1.5 ects | L= 40, T= 48, E= 48 Total =136 | 7 | Agustus 30 st 2023 06:29:39 WIB |
| | | | Practices: 1.5 ects | | | |
| | | | Total: 3 ects | | | |
| Language Details | | Indonesia | | | | |
| Teaching Methods | | Interactive lectures, inquiries, discussions, presentations and assignments | | | | |
| Type of Examination | | The final mark will be weighted as follows: 1. Final-Term Examination : Essay 30% 2. Mid-Term Examination : Essay 30% 3. lass Activities : Quiz, Homework, etc. 40% | | | | |
| Module Coordination | | Rosida Erowati, M.Hum | | | | |

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| Lecturer | Rosida Erowati, M.Hum | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
| | PLO-4 | Mastering curriculum theory, design, management, assessment, and pedagogical technology in education, and being able to apply these in Indonesian language teaching in an innovative, genre-based, and literacy-oriented approach by utilizing advanced educational technology. |
| | PLO-7 | Mastering theories of instructional material development, teaching models, and innovative genre- and literacy-based learning media, as well as concepts of pedagogical technology, with the ability to apply these in the design of instructional materials, teaching models, and learning media aligned with advancements in science and technology. |
| | PLO-8 | Mastering research methodologies in the fields of language, literature, and their instruction, with the ability to apply these methodologies to solve problems in language, literature, or their teaching, as well as the capacity to publish findings or obtain copyrights in accordance with academic ethics. |
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| | Course Learning Outcomes (CLO) | |

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| | CLO013 | Students are able to explain the development of curriculum and syllabus in BIPA teaching according to the objectives. |
| | CLO043 | Students are able to design BIPA learning plans for homogeneous/heterogeneous classes. |
| | CLO062 | Students are able to apply BIPA learning plans for microteaching. |
| | CLO072 | Students are able to conduct BIPA research. |
| | Sub-CLO | |
| | Sub-CLO01 | Upholding academic values, including honesty, academic freedom, and academic autonomy |
| | Sub-CLO02 | Demonstrating the ability to develop BIPA curriculum and syllabus |
| | Sub-CLO03 | Mastering various skills required for BIPA teaching |
| | Sub-CLO04 | Demonstrating the ability to develop BIPA teaching effectively, according to the needs of participants and program organizers |
| | Sub-CLO05 | Demonstrating the ability to conduct BIPA teaching evaluations |


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| Brief Description of the Course | BIPA learning is a course prepared to equip students who will become BIPA teachers. BIPA learning is different from Indonesian language learning in general. For that, students must truly understand the nature of BIPA learning even though conceptually and theoretically the nature of learning is the same. The difference lies in several things including curriculum, learners, teaching materials, and so on. The characteristics of Indonesian language learners in this case foreign speakers will experience various problems during the learning process and outside the learning process. As a BIPA teacher, you must know these problems and how to overcome them. | |
| Scientific Integration | - | |

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| Research and Community Service Integration | - |
| Learning Materials | <ol style="list-style-type: none">1. Observation of BIPA Classes2. Development of BIPA Curriculum and Syllabus according to objectives3. Teaching a second/foreign language in homogeneous/heterogeneous classes4. Text-based BIPA lesson design5. Microteaching6. BIPA research methodology7. BIPA research design8. BIPA research publication |

References

1. Pengajaran Bahasa Kedua, David Nunan
2. Pengajaran Kedwibahasaan, Henri Guntur Tarigan
3. Bahasa Indonesia bagi Penutur Asing: Acuan Teori dan Pendekatan Pengajaran, Liliana Muliastuti
4. Strategi Pengajaran Bahasa, Dadang Sunendar
5. Peraturan Mendikbud RI Nomor 27 Tahun 2017 tentang Standar Kompetensi Lulusan BIPA
6. Pembelajaran Berbasis Teks, Emi Emilia
7. Text-based Teaching: Theory and Practice, Peter Micken
8. Contemporary Research in Foreign Language Teaching and Learning, Dana di Pardo Léon-Henri dan Bhawana Jain

8th Semester

|  | COURSE SYLLABUS BACHELOR OF INDONESIA LANGUAGE AND LITERATURE EDUCATION PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA | | | | | Document Code |
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| COURSE | CODE | CORE MODULE | WEIGHT (CREDITS) | WORKLOAD FOR FACH MODULE (IN HOURS) | SEMESTER | COMPILATION CODE |
| Skripsi | | | | | | |
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| Language Details | | | | | | |
| Teaching Methods | | | | | | |

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| Type of Examination | | |
| Module Coordination | | |
| Lecturer | | |
| Course Requirements | None | |
| Program Learning Outcomes | STUDY PROGRAMME (PLO) | |
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| | Course Learning Outcomes (CLO) | |

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| Brief Description of the Course | | |
| Scientific Integration | | |
| Research and Community Service Integration | | |
| Learning Materials | | |
| References | | |