



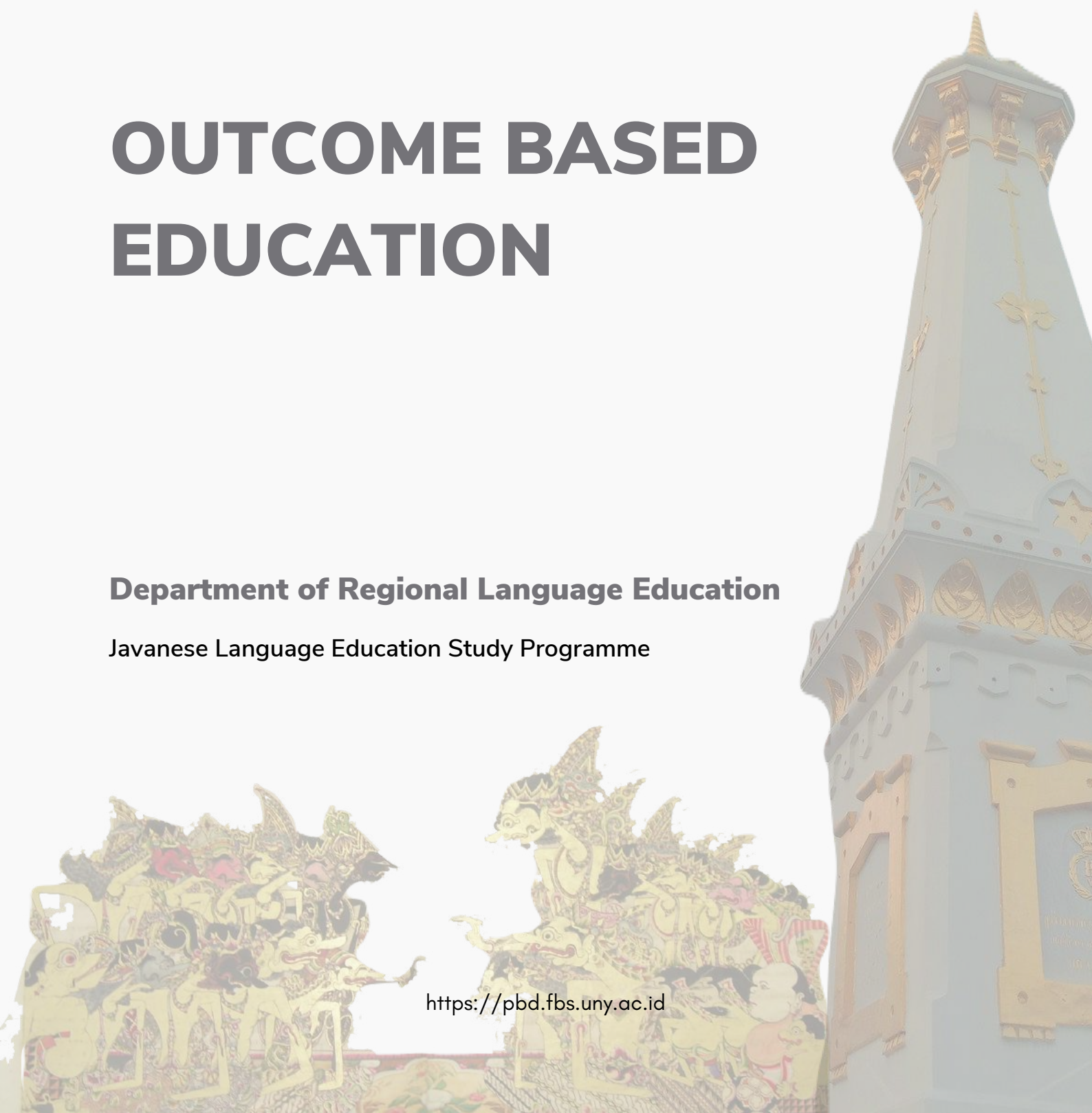
**Kampus
Merdeka**
INDONESIA JAYA

OUTCOME BASED EDUCATION

Department of Regional Language Education

Javanese Language Education Study Programme

<https://pbd.fbs.uny.ac.id>



INTRODUCTION



Praise to God, the Almighty, for His grace in making the 2022 Curriculum possible. for all His grace so that the 2022 Curriculum which using the OBE (Outcome Based Education) approach can be compiled well. we compiled well. This curriculum was prepared with the aim of adjustment and improvement in the provision of learning services for students of the Department of Regional Language Education Javanese Language Education Study Programme. The adjustments and improvements are in line with the progress of the times and development of science and technology, thus requiring the formulation of appropriate Graduate Learning Outcomes (LLOs).

The development and changes in science and technology and ICT today have brought positive impacts in all fields, so that universities must be proactive in responding to them by reformulating basic values, new vision and mission as well as considering the values of identity that must be strengthened in order to participate in determining the development of the future world. The Javanese Language Education Study Programme is also responsible for determining the direction of learning development in accordance with the formulation of the vision and mission of the Study Programme, based on the vision and mission above it, namely the vision and mission of the Faculty and University. This requires a re-examination of the planned graduate profile, a re-examination of graduate competencies (Learning Outcome) or Graduate Learning Outcomes (LLO), determination of learning materials, determination of courses and their SKS weight, to the course organisation structure. This is what encourages the development of a new curriculum with an OBE approach.

The curriculum that has been compiled will be the basis for the next learning process in the Javanese Language Education Study Programme, however, in its implementation it will always be reviewed and revised in accordance with the demands of graduate competencies in accordance with further developments. For this reason, all criticisms and suggestions will be taken into consideration in the next revision process. Thank you.

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INTRODUCTION

A. BACKGROUND

Education is an investment in civilization. Human civilization is largely determined by the quality of education. The development of education is an effort towards better human civilization over time. With education, competence will be obtained to build human civilization. Only competent people can compete and compete in the world of global civilization; concerning the ability of humans to keep up with the times, modernity, and information technology. Higher education is an agent of change. Only competent people are able to "change the world". Progressive change (the world is advancing) requires people who are competent in their fields. To achieve competence, adoption and adaptation of various global and local sciences are required. Global knowledge can be adopted and adapted with local knowledge. Local knowledge in the life of the Indonesian nation, which is rich in culture and local wisdom, cannot be abandoned in the development and mastery of global knowledge.

Competency mastery is reflected in the curriculum. In other words, the curriculum is a strategic tool to achieve competence. Based on Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework (INQF), there are two essential things contained in INQF, namely (1) graduate competencies (learning outcomes); and (2) qualifications of achievement. Graduate competencies and qualifications are the unity of the two elements. Graduate qualifications are mastery of competencies (learning outcomes) that state their position in the INQF level. The NQF level is a level of competency achievement that is agreed upon nationally. The position of competence in INQF is based on education, training, and work experience. Qualifications can also be said to be a person's competence in knowledge, skills, and attitudes, which are obtained, both from formal and non-formal education, and from work experience.

The Merdeka Learning - Independent Campus policy is a policy of the Minister of Education and Culture aimed at encouraging students to master various sciences / expertise that are useful for entering the world of work. Merdeka Campus gives students the opportunity to choose the courses they will take.

The next development is the use of Outcome Based Education (OBE) where education places skills and knowledge that must be mastered as outcomes in learning. This curriculum system reflects student abilities that are clearly outlined in accordance with the programme bill. It is expected that with the OBE curriculum, the measurability of students' abilities can be achieved well.

B. FOUNDATION OF CURRICULUM DEVELOPMENT

Philosophical Foundation

Curriculum development requires philosophy as a reference or foundation for thinking. Ontologically, curriculum development is part of the nature of education as a whole which is a support and a tool to achieve educational goals. The objectives of national education are based on the view of life in society, nation and state, namely Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia, and Unity in Diversity which are adjusted to the dynamic development of the times. The curriculum developed must be able to facilitate the development of students' potential to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The learning process is encouraged to educate students to have a strong national character so that they can become Indonesian people who are Indonesian, have smart characters, and actively participate in creating an orderly, fair, safe and peaceful world. In addition, learning needs to harmonise the values derived from local culture so as to contribute to the preservation and development of culture while providing direction for change.

Epistemologically, curriculum development is directed to interpret the nature of knowledge (sources of knowledge, methods for seeking knowledge, validity of knowledge, and the limits of knowledge). Curriculum development will provide students with a foundation for scientific thinking in accordance with the nature of reasoning both deductive and inductive. The curriculum is developed to produce graduates who are sensitive, capable, and able to respond to the future demands of the Indonesian nation in the midst of international community life. Students are required to have initiatives, ways of thinking, behaving, and acting proactively in developing dignity and building the nation.

Axiologically, curriculum development needs to place the basic values that have been agreed upon at UNY as a reference. These values are the values of piety, independence of scholarship, and usefulness for the people and nation of Indonesia.

The philosophical study of the curriculum will answer the problems: (1) how the purpose of education should be formulated, (2) what educational content or material should be presented to students, (3) what kind of learning methods should be used to achieve the goal, and (4) what role should be performed by educators and students. In this case, curriculum development within the Faculty of Language and Arts is based on four philosophical foundations, namely realism, idealism, pragmatism and reconstructionism.

Realism emphasises that actual reality is physical or material. The purpose of education is to equip students with a learning system based on performance, competence and

educational outcomes that must be measured. Lecturers must bring the reality of the physical world (contextual) into the classroom. Students regularly and continuously learn specific skills to become an expert in a field of work. Students need to be prepared with specific skills to fill job vacancies or adjust appropriately in life. Students are brought to the reality that exists in the workplace. In adjusting to their environment, students need to be equipped with the skills to read situations based on localised values. This is in line with the Javanese Language Education study programme which prioritises local wisdom values.

Idealism interprets truth as something plural, subjective and not absolute. The development of students' character as a whole and self-awareness is the main goal of education. Therefore, the curriculum is designed to produce a whole human being that includes various aspects holistically. Students are more involved in the thinking process so that they can capture the basic ideas and concepts given by the lecturer. Teaching strategies must be able to develop students' abilities as a whole, the ability to think, feel, the ability to dialogue, logic, thinking. Therefore, the teaching method used in idealistic education requires active participation from students, is Socratic in nature by delivering lessons indirectly. Learning is done by stimulating students with questions so that they actively think in search of truth.

Pragmatism interprets truth as a physical reality. Everything in nature and life is changing. Education is not a preparation for life but life and life itself. Education manifested in the curriculum must provide experiences that are integrated and arranged in the form of an "experiential continuum" in a lifetime. Learning must provide experiences to students that reflect the real world of work situations and environments. Learning activities are pursued in a "hands on" manner where students gain practical, authentic and contextual experience in accordance with real experiences in accordance with existing practices in the community. Problem solving methods, experimentation, and project models are suitable learning methods to be applied in the hope of making students more resilient and creative and shaping students' ability to solve real-life problems.

Reconstructionism has the view that truth is temporary. People seek truth by always criticising ongoing practices in society. A reconstructionist curriculum enables students to become agents of change by planning, researching, criticising and promoting change or innovation to improve human life. The reconstructionist curriculum is able to develop critical thinking skills, critical of practices of injustice and inequality. Lecturers provide opportunities for students to use time, both on and off campus, so as to provide opportunities for students to learn from real social environments and also apply their learning gains to society to solve problems in society.

Curriculum development within the Faculty of Language and Arts eclectically incorporates the four philosophical foundations as presented in Table 1 below.

Desired education	Philosophical Basis	Approach Education	Psychological Approach	Approach Learning	Lecturer Role
Develop skills in the field of expertise	Realism	Competency Based Education	Behaviouristic	Skill training skill habituation	Instructor, Facilitator, Counsellor.
Develop thinking power, taste, morals	Idealism	Skill development generic	Humanistic & Cognitivist	Socratic, metacognitive, value clarification	Instructor, Facility, Counsellor.
Developing the ability to problem solving skills	Pragmatism	Production Based Training	Cognitivist & Experiential Learning	Learning by doing, project method, contextual learning	Instructor, Facility, Counsellor.
Develop critical thinking skills	Reconstructionism	Social reconstruction, preparation of human as agents of change	Critical education	Project methods, social thematic, social problem solving	Instructor, Facility, Counsellor.

From table 1, it can be summarised that philosophically, curriculum development within the Faculty of Language and Arts is orientated to produce graduates who have strong expertise in their respective fields, have character, are able to solve problems, and think critically.

Legal Foundation

The Javanese Language Education Study Programme as part of higher education in the Faculty of Language and Arts, Universitas Negeri Yogyakarta, strives to follow the development of the KKN curriculum progressively. What is unique is that the Javanese Language Education Study Programme not only adopts the development of modern or

global sciences, but still upholds the values of local wisdom. Therefore, not only adoption, but adaptation also needs to be done by the stakeholders of Javanese language, literature, and culture in the Javanese Language Education Study Programme. This is in accordance with several legislative provisions as follows.

1. 1945 Constitution Chapter XIII Article 32 No. 2 states that the state respects and maintains local languages as national cultural treasures; Law of National Education System No. 20/2003 article 37 paragraph No. 1 of the Primary and Secondary Education Curriculum must contain (c) language subjects and (j) local content.

2. Law of National Education System No. 20/2003 article 37 paragraph No. 1 The primary and secondary education curriculum must contain (c) language subjects and (j) local content. Thus, language becomes a separate subject and not a local content. The explanation of Article 37 paragraph No. 1 states that language study materials include Indonesian, regional languages and foreign languages.

3. Law No. 13/2012 on the Privileges of the Special Region of Yogyakarta states that CHAPTER IX CULTURE, Article 31 paragraph (1) Cultural authority as referred to in Article 7 paragraph No. 2 letter c is organised to maintain and develop the results of copyright, taste, karsa, and works in the form of values, knowledge, norms, customs, objects, art, and noble traditions rooted in DIY society.

4. Government Regulation No. 32/2013 concerning Amendments to Government Regulation No. 19/2005 concerning National Education Standards Articles 77I, 77J, and 77K that the curriculum structure of SD/MI, SDLB, SMP/MTs, SMA, SMK, MA equivalent that the position of local content (Javanese language) is the same as other subjects.

5. Regional Regulation No. 4/2011 on Javanese Cultural Values. 6. Regional Regulation No. 5/2011 concerning Culture-Based School Management. 7. Permendikbud No. 3/2020 concerning National Higher Education Standards 8. Universitas Negeri Yogyakarta Chancellor's Regulation No. 5/2020 concerning Merdeka Learning-Campus Curriculum.

Sociological Foundations

The sociological foundation in curriculum development within the Faculty of Language and Arts is carried out by placing assumptions derived from sociology as a starting point in development. Students come from society, get education in the scope of society, and are directed to be able to plunge into social life. Therefore, community life and culture with all its characteristics are the basis and starting point in carrying out education.

Education is the process of preparing students to become the expected society, the process of socialisation, as well as the process of enculturation or acculturation. Education is expected to be able to produce human beings who are not alien to society, become human beings who are more qualified, understand, and are able to build their society. The purpose, content and process of education must be cultured.

The learning process needs to adapt to the dynamics of society and the development of science and technology. Changes that occur at local, regional and global levels are a

challenge in the development of education. The demands of increasingly complex changes need to be anticipated by developing a curriculum in accordance with the demands of these changes. The curriculum needs to be developed to prepare students to be able to answer the challenges and demands of society. The curriculum needs to formulate strategies so that learning can anticipate the development of society and is relevant to actual issues, so that learning or the educational process becomes more meaningful.

Psychological Foundations

Education is always related to human behaviour. In the process, education creates interaction between students and the environment, both physical and social. Through education, it is expected that there will be changes in student behaviour towards maturity, both in terms of physical, mental, emotional, moral, intellectual and social maturity. The curriculum as a means to achieve educational goals is expected to be a means to develop and optimise student potential and instil new insights and competencies to enter the future.

Curriculum development within the Faculty of Language and Arts is based on assumptions derived from psychology which includes studies of what and how students develop (developmental psychology) and how students learn (psychology of learning). Based on this study, the implementation of learning is carried out in accordance with the characteristics of students, both adjustments in terms of the abilities that must be achieved, materials or materials that must be delivered, the delivery or learning process, and adjustments in terms of learning evaluation.

Students are adults. They have learning characteristics that are unique and different from children. Therefore, an understanding of adult learning characteristics is needed to be able to choose appropriate and effective learning strategies. Adult learning (Andragogy) is carried out by stimulating students to be able to carry out the process of searching and discovering the knowledge they need in life.

Technological Foundation

The rapid development of science and technology has an impact on the development of education in a reciprocal manner. Educational activities require the support of the results of the development of science and technology in the form of methods and equipment such as computers, televisions, software and so on. Considering that education is an effort to prepare students to prepare for the future and the rapid changes in society including changes in science and technology, curriculum development must be based on the development of science and technology.

The development of science and technology has implications for curriculum development including the development of teaching content / materials, the use of learning strategies and media, and the use of evaluation systems. Thus, curriculum development is designed to equip students to have the ability to solve problems faced as an influence of the development of science and technology. On the flip side, the development of science and technology is also utilised to solve educational problems.

C. UNIVERSITY VISION, MISSION AND GOALS

The vision, mission, and goals of UNY are detailed in the following description.

1. Vision

"In 2025 to become a superior, creative, and innovative educational university based on piety, independence, and scholarship".

2. Mission

- a. Organising academic and professional education in the field of education that is superior, creative, and innovative to produce pious, independent, and intellectual humans.
- b. Organising academic, professional, and vocational education in non-educational fields that are superior, creative, and innovative to produce pious, independent, and intellectual human beings.
- c. Carrying out research to discover, develop, and disseminate science, technology, and art that improves the welfare of individuals and society, supports regional and national development, and contributes to solving global problems creatively and innovatively based on piety, independence, and scholarship.
- d. Organising creative and innovative community service and empowerment that encourages the development of human potential, society, and nature to realise community welfare based on piety, independence, and scholarship.
- e. Organising good, clean, and authoritative governance and services in the implementation of university autonomy to realise a superior, creative, and innovative university based on piety, independence, and scholarship.
- f. Creating a learning process and environment that is able to empower students creatively and innovatively to carry out lifelong learning based on piety, independence, and scholarship.
- g. Developing cooperation with other institutions, both nationally and internationally, creatively and innovatively to improve the quality of the implementation of tridharma with the principle of equality and mutual benefit based on piety, independence, and scholarship.

3. Objectives

- a. The implementation of academic and professional education in the field of education that is superior, creative and innovative to produce undergraduate and postgraduate graduates who master science, technology and art and their development based on piety, independence and scholarship.
- b. The implementation of superior, creative, and innovative academic, professional, and vocational education in non-educational fields that support the development of the

educational field to form human beings who have expertise in their fields of work based on piety, independence, and scholarship.

c. The implementation of superior, creative and innovative research activities to discover, develop and disseminate science, technology and art, which support regional and national development, community welfare, and contribute to solving global problems, based on piety, independence and scholarship.

d. The implementation of superior, creative and innovative research activities that realise findings that support the formulation and implementation of new policies in the field of education, and can support the improvement of various educational models and practices based on piety, independence and scholarship.

e. The implementation of superior, creative, and innovative community service activities to develop the potential of human resources and natural resources based on piety, independence, and scholarship.

f. The realisation of good, clean, and authoritative governance and services in the implementation of university autonomy based on piety, independence, and scholarship.

g. The creation of a superior, creative, and innovative learning process and environment that is able to empower students to carry out lifelong learning based on piety, independence, and scholarship.

h. The realisation of cooperation with other institutions, both nationally and internationally, creatively and innovatively to improve the quality of the implementation of tridharma with the principle of equality and mutual benefit based on piety, independence, and scholarship.

D. FACULTY VISION, MISSION, AND OBJECTIVES

1. Vision

"In 2025 to become a faculty that excels in the field of language, literature and arts science and education in Asia that is academic, humanist, innovative and professional based on devotion, independence and scholarship"

2. Mission

a. Organising education in the fields of science and education of language, literature and arts based on research to prepare graduates who excel at the Asian level who are academic, humanist, innovative and professional based on scholarship and piety.

b. Carrying out research to discover, develop, and disseminate knowledge in the educational and non-educational fields of language, literature, and arts that are of high quality and relevant to the needs of society.

c. Organising research-based community service activities in the fields of science and education of language, literature and arts to encourage the development of human potential, society and nature to realise community welfare.

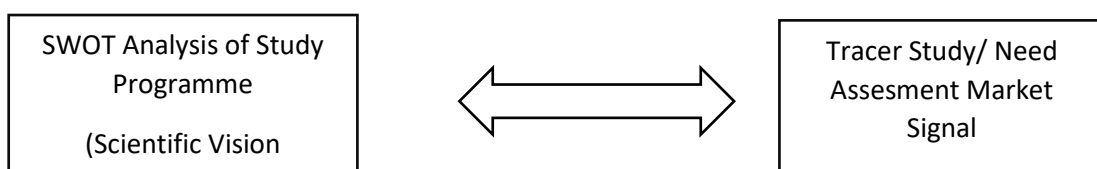
- d. Organising faculty governance that is accountable, transparent, fair, innovative, and synergistic to support the implementation of the Tri Dharma Perguruan Tinggi and institutional performance based on information and communication technology.
- e. Organising cooperation in the fields of science and education of language, literature and arts with educational and non-educational institutions, both at home and abroad to improve the quality of the Tridharma of Higher Education.

3. Objectives

- a. The implementation of research-based education in the fields of language, literature and arts science and education to prepare graduates who excel at the Asian level who are academic, humanist, innovative and professional based on scholarship and piety.
- b. The implementation of research to discover, develop, and disseminate knowledge in the educational and non-educational fields of language, literature, and arts that are of high quality and relevant to the needs of society.
- c. The implementation of research-based community service activities in the fields of science and education of language, literature and arts to encourage the development of human potential, society and nature to realise community welfare.
- d. The implementation of faculty governance that is accountable, transparent, fair, innovative, and synergistic to support the implementation of the Tri Dharma Perguruan Tinggi and institutional performance based on information and communication technology.
- e. The implementation of cooperation in the fields of science and education of language, literature and arts with educational and non-educational institutions, both at home and abroad to improve the quality of the Tridharma of Higher Education.

E. STAGES OF CURRICULUM DEVELOPMENT

The stages of curriculum development begin with a needs analysis (market signal) through curriculum evaluation in the form of measuring the achievement of the Graduate Learning Outcomes (GLO) of the current curriculum, tracer studies, input from graduate users, alumni, and experts in their fields. Curriculum evaluation is also carried out by reviewing the development of science and technology in relevant fields, labour market needs, and the relevant fields, labour market needs, and the vision and values developed by each institution (scientific version). The stages of needs analysis (market signal) and studies conducted by study programmes in accordance with their scientific disciplines (scientific vision) produce Graduate Profiles. Furthermore, from the graduate profile, the GLO, study materials, courses along with credit weights and curriculum structure are formulated. The next stage is the formulation of learning and assessment strategies. Schematically, these stages are presented in Figure 1 below.



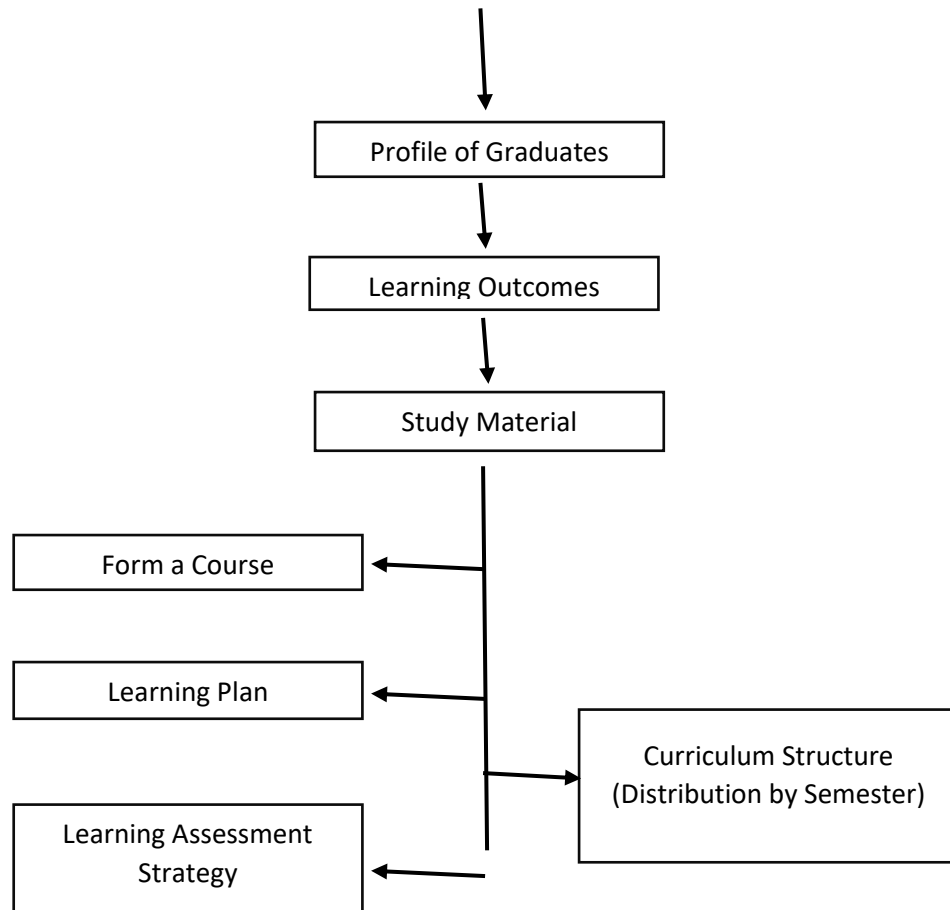


Figure 1. Stages of Curriculum Development

In detail, the stages of curriculum development as shown in Figure 1 above can be described in detail as follows.

1. Determination of Graduate Profile

A graduate profile is a role that can be performed by graduates in a particular field of expertise or field of work after completing their studies. Profiles can be determined based on the results of studies of labour market needs required by the government and business and industry, as well as the need to develop science and technology. The profile of study programme graduates should be prepared by a group of similar study programmes, so that there is an agreement that can be accepted and used as a national reference. Study programme graduates to be able to carry out the roles stated in the profile need the abilities stated in the formulation of the Graduate Learning Outcomes (GLO).

2. Formulating Learning Outcome or Graduate Learning Outcomes (GLO)

GLOs are formulated with reference to the Indonesian National Qualification Framework (INQR) and National Standard of Higher Education qualification levels. GLOs consist of elements of attitude, general skills, specialised skills, and knowledge. The elements of attitude and general skills refer to the National Standard of Higher

Education as a minimum standard, which allows them to be added by the study programme to characterise its university graduates. While the elements of special skills and knowledge are formulated by referring to the INQR descriptors according to the level of education. The formulation of GLOs is recommended to contain the abilities needed in the industrial era 4.0 including the ability to: data literacy, technology literacy, human literacy, 21st century skills (Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion and Civic responsibility), understanding of the industrial era 4.0 and its development, and understanding of knowledge to be practised for the common good locally, nationally and globally.

3. Determination of Study Materials and Learning Materials

Each GLO of the study programme contains study materials that will be used to form courses. The study material can be in the form of one or more branches of science along with their branches of science, or a group of knowledge that has been integrated into a new knowledge that has been agreed upon by a forum of similar study programmes as a characteristic of the study programme's field of science. The study material is further elaborated in more detail into learning materials. The level of breadth and depth of learning materials refers to the GLOs.

4. Formation of Courses and Determination of the Number of Credits

Determination of courses for the current curriculum is carried out by evaluating each course with reference to the GLOs of the study programme that have been determined first. The evaluation is carried out by examining how far the relationship of each course (learning materials, forms of assignments, exam questions, and assessments) is with the GLOs that have been formulated. The establishment of a new course is based on several GLO items that are imposed on it. The amount of credit weight of a course is interpreted as the time required by students to be able to have the abilities formulated in a course. The elements that determine the estimation of the weight of credits include: the level of ability that must be achieved; the depth and breadth of learning materials that must be mastered; and the learning methods/strategies chosen to achieve these abilities.

5. Organisation of Courses in the Curriculum Structure

The organisation of courses in the curriculum structure needs to be carried out carefully and systematically to ensure that the stages of student learning are appropriate, ensuring that learning is carried out efficiently and effectively to achieve the GLOs of the Study Program. The organisation of courses in the curriculum structure consists of horizontal organisation and vertical organisation. The horizontal organisation of courses in semesters is intended for the expansion of student discourse and skills in a broader context. While the vertical organisation of courses within the semester level is intended to provide mastery of abilities in accordance with the level of learning difficulty to achieve the GLOs of the study programme that have been determined.

6. Learning Process Plan

Learning is the process of student interaction with lecturers and learning resources in a learning environment. The characteristics of the learning process are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred (National Standard of Higher Education Article 11). Student-centred means that the learning outcomes of graduates are achieved through a learning process that prioritises the development of creativity, capacity, personality, and needs of students, as well as developing independence in seeking and discovering knowledge.

7. Learning Assessment Strategy

Assessment is one or several processes of identifying, collecting and preparing data and evidence to evaluate student learning processes and outcomes in order to fulfil Graduate Learning Outcomes. Assessment of student learning processes and outcomes includes assessment principles; assessment techniques and instruments; assessment mechanisms and procedures; implementation of assessment; assessment reporting; and student graduation. The instrument used for process assessment can be a rubric and for outcome assessment a portfolio or design work can be used. Assessment should be able to reach important indicators related to honesty, discipline, communication, decisiveness and confidence that must be possessed by students.

CURRICULUM OF THE JAVANESE LANGUAGE EDUCATION STUDY PROGRAMME

A. RATIONAL

The Javanese Language Education study programme of Faculty of Languages, Arts, and Cultures (FLAC) UNY is an institution that produces educators who have adequate competence in the field of Javanese language learning. The graduates or alumni have been known to be highly committed and responsible in their fields. This is based on the results of tracer study research processing (tracing alumni and graduate users) which is periodically carried out by the study programme. The encouraging results are positively supported by the opinions of graduate users (schools) and agencies where graduates work.

However, along with developments in the field and a number of demands for professionalism in the world of work, many problems are faced by the institutions and graduates concerned. Among these are the ability and professionalism in the field of information technology, the expansion of the field of work, and new fields that are relatively still related to the field of Javanese culture. That is why the study programme does not want to be left behind in preparing graduates to face global competition in the world of work. One of the most relevant ways in this case, is to prepare an appropriate curriculum that is able to frame these demands.

The journey of the Javanese Language Education Study Programme in developing the curriculum adapts to the development of needs. Starting with the target of the Indonesian National Qualifications Framework, the curriculum developed now uses the basis of independence in acquiring knowledge and skills known as the Independent Campus Merdeka Curriculum. Furthermore, the development of the OBE curriculum is implemented with the aim of getting real experience from each course outcome. This curriculum is characterised by the spirit of preparing graduates who really have adequate competence in their fields so that they do not hesitate to face competition in the field. This curriculum also uses the latest information technology to enable students to take courses online, thus opening up opportunities for learning anywhere in accordance with the era of openness.

B. SCIENTIFIC VISION AND OBJECTIVES OF THE STUDY PROGRAMME

1. Scientific Vision of the Study Programme

To study and develop the science of Javanese language, literature, and culture education that is oriented towards graduates who are superior and professional in the fields of Javanese language, literature, and culture.

2. Mission of the Study Programme

- a. Organising undergraduate academic education in the field of Javanese language, literature and culture that is oriented towards excellence, ICT-based, and has an entrepreneurial spirit.

- b. Organising research activities to develop, produce, and apply various cutting-edge theories and innovations in the field of Javanese language, literature and culture.
- c. Organising community service activities to apply and preserve the findings of Javanese language, literature and culture as a form of active participation in society.
- d. Organising and improving academic activities that can support the development of social intellectual and religious behaviour of the entire academic community.
- e. Organising cooperation with partner institutions at domestic and abroad in the fields of research, human resource development, and scientific publications on the Javanese language, literature and culture.

3. Objective of the Study Programme

The realisation of Javanese language education graduates who are characterised, superior and professional in applying and developing education, research and professionals in the field of Javanese language, literature and culture.

C. PROFILE OF GRADUATES

Graduates of the Javanese Language Education Study Programme become Bachelor Degree of Javanese Language Education who are able to become 1) professional teachers who master teaching materials, have character and personality, inspire and become role models, have a charming appearance, are authoritative, firm, sincere, and disciplined who are able to educate, learn, guide, direct, train, assess, and evaluate students in accordance with the demands of the latest and future developments in information and communication technology; 2) novice researchers who study problems in the field of Javanese language, literature and culture education; and 3) practitioners in the field of Javanese language such as storytellers, editors, instructors, journalists, and so on.

D. GRADUATE LEARNING OUTCOMES

Programme Objectives (PO)	Program Learning Outcomes (PLO)	
PO 1	PLO 1	Demonstrate professional behaviour, religiosity, patriotism, academic norms and cultural values.
PO 2 (Pedagogy)	PLO 2	Have knowledge of learning theories language, literature, culture, and Javanese language education Java.
	PLO 3	Have knowledge of the function and utilisation of information and communication technology relevant to the development of the quality of Javanese language, literature and culture education.
PO 3	PLO 4	Able to plan, implement, and evaluate Javanese

(Research)		language learning with relevant approaches to build communication skills according to curriculum objectives.
	PLO 5	Have insight into language research methodology, literature, Javanese culture based on local wisdom, socio-cultural aspects and the development of information technology.
PO 4 (Profesional)	PLO 6	Building a culture of literacy for the benefit of research development that follows the development of community needs
	PLO 7	Able to appreciate (enjoy, understand, interpret, assess, create) and create Javanese literary works (poetry, prose, and drama) in accordance with the structure and rules of literary genres
	PLO 8	Implementing information technology and development of community needs in development of Javanese language, literature, and culture
	PLO 9	Use Javanese in a professional context.

The Relationship Matrix between PO and PLO

Programme Objectives (PO)	Program Learning Outcomes (PLO)								
	1	2	3	4	5	6	7	8	9
PO 1	√								
PO 2		√	√						
PO 3				√	√	√			
PO 4							√	√	√

E. STUDY MATERIALS

1. The study materials related to the field of literature are: (1) oral literature, (2) oral, semi-oral, and non-oral folkloric works, (3) literary works in the form of oral literature. (2) oral, semi-oral, and non-oral folkloric works, (3) literary works in the form of (3) literary works in the form of classical and modern texts, (4) literary works published in the mass media, Javanese magazines and newspapers, (5) literary works posted on the internet. (6) The specialised field of traditional literature, which involves philology, focuses on Javanese manuscripts, both written and printed.
2. Study materials in the field of Javanese culture: (1) Javanese traditional ceremonies about the life cycle, (2) ancestral traditions about Javanese community ceremonies, (3) rituals in the palace and outside the palace, (4) shadow puppet shows in Javanese traditional societies, (5) the practice of wearing Javanese traditional clothing, (6) *ketoprak* in the community.

		PROGRAMME IN UNY															
8	5.	OFF-CAMPUS COURSES		10						√							
8	6.	OFF-CAMPUS COURSES		8						√							
		OFF-CAMPUS COURSES		18						√							
										√							

G. LEARNING PROCESS

The learning process in the Javanese Language Education Study Program is carried out by referring to the National Higher Education Standards which include the characteristics of the learning process, planning the learning process, implementing the learning process; and student learning load. The characteristics of the learning process include interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred. Learning process planning is prepared for each course and presented in a Module Handbook (RPS) developed by lecturers independently or together in a group of expertise. The implementation of the learning process takes place in the form of interaction between lecturers, students, and learning resources in a particular learning environment. The implementation of the learning process can be carried out using various learning methods: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfilment of graduate learning outcomes. Each course can use one or a combination of several learning methods and is contained in a form of learning in the form of (1) lectures, (2) receptions and tutorials, (3) seminars, (4) practicum or field practice, (5) internships, (6) research, (7) humanitarian projects, (8) entrepreneurship, (9) student exchange, and/or (10) other forms of community service. These forms of learning accommodate students' interests and potential to develop themselves as part of learning independence to achieve the desired learning outcomes.

Learning in the Javanese Language Education Study Program has utilised technological advances. Some courses have developed online lectures that can be used in full or blended learning and can be accessed through the Learning Management System (BeSmart UNY) on the page <http://besmart.uny.ac.id/v2/>. Students are also required to be able to utilise technology through various available applications. Assignments can be done by utilising existing technology applications such as social media, Instagram and Youtube.

Student learning load is expressed in terms of semester credit units (credits). One credit of lecture activities, equivalent to 170 (one hundred seventy minutes: 50 minutes face-to-face, 60 minutes structured assignments, and 60 minutes independent activities) learning activities per week per semester. Each course has at least 1 (one) credit. Semester is a unit

of time for effective learning activities for 16 (sixteen) weeks. Further explanation of the allocation of learning time is regulated through UNY Rector Regulation No. 1/2019 concerning UNY Academic Regulations Article 7.

The learning process is intended to meet the competency outcomes of the study program in accordance with the Program Learning Outcome (PLO) and Course Learning Outcome (CLO). These competency outcomes require the implementation of a learning process with a student-centred system (student learning centre). Learning emphasises strengthening personality, social, pedagogical and professional competencies.

Learning can be carried out with a face-to-face/meeting system, including e-learning structured assignments, independent assignments and other equivalent activities, seminars, practice and research and community service. Learning can also be done with blended learning or full e-learning models. Overall learning amounts to 16 meetings per semester. Students are required to attend at least 75% of the organised face-to-face meetings.

The implementation of learning in principle involves three stages: the introduction stage, core activities/presentation, and closing. Core activities/presentation, and closing. Related to the principle of complete learning, learning activities are a process of facilitating students to gain learning experience and completeness in accordance with predetermined competency achievements. in accordance with predetermined competency achievements. Therefore, the contextual approach, lesson study model and future my action plan (FMAP), with activities that encourage students to be active, innovative, creative, inspiring, and build a fun atmosphere, become a learning process that continues to be developed. Character perspectives, national values and entrepreneurial spirit become an inseparable part in building the meaning of learning. Through the developed learning process, student success is determined not only based on hard skills, intellectual abilities (achievement index), but also soft skills by looking at cognitive abilities, character, personality and morality.

H. ASSESSMENT

Learning assessment is an important part of the curriculum to see the success of students in completing the specified learning outcomes. In accordance with the Regulation of Minister of Education and Culture No. 3/2020 concerning National Higher Education Standards related to learning assessment standards, the Javanese Language Education Study Program carries out the assessment process based on educational, authentic, objective, accountable, and transparent principles. Learning assessment includes two aspects, namely process assessment and assessment of learning outcomes. Process assessment is used to gain an understanding of how students engage in the lecture process including aspects of personality and character. Assessment of results is aimed at getting a picture of competency achievement (CPL completeness) after following the learning process.

Process assessment is used to see student involvement in lectures covering soft skills aspects in terms of participation in activities. Learning assessment is an important part of the curriculum to see student success in completing predetermined learning outcomes. In

accordance with Regulation of Minister of Education and Culture No. 3/2020 concerning National Higher Education Standards related to learning assessment standards, the Javanese Language Education Study Program implements an assessment process based on educational, authentic, objective, accountable, and transparent principles. Learning assessment includes two aspects, namely process assessment and assessment of learning outcomes. Process assessment is used to gain an understanding of how students engage in the lecture process including aspects of personality and character. Assessment of results is aimed at getting an overview of competency achievements (CPL completeness) after following the learning process. Process assessment is used to see student involvement in lectures including soft skill aspects in terms of participation in activities.

Table 2. Graduation Predicate

Programs	GPA	Graduate Predicate
Diploma and Bachelor		
Students of diploma programs and undergraduate programs are declared graduates if they have taken the entire specified learning load and have the learning outcomes targeted by the study program with an index of learning outcomes targeted by the study program with a cumulative grade point average (GPA) greater than or equal to 2.00 (two point zero). Cumulative achievement index (GPA) greater than or equal to 2.00 (two point zero)		
	2,76-3,00	Memuaskan
	3,01-3,50	Sangat Memuaskan
	>3,50	Pujian

Profession, specialist, master, applied master, doctorate, applied doctorate		
Students of professional programs, specialist programs, master programs, applied master's programs, doctoral programs, and applied doctoral programs are declared as master program, applied master program, doctoral program, and applied doctoral program are declared to be graduated if they have taken the entire learning load set and have the graduate learning outcomes targeted by the study program with a cumulative grade point average (GPA) greater than or equal to 3.00 (three point zero).		
	3,00-3,50	Memuaskan
	3,51-3,75	Sangat Memuaskan
	>3,75	Pujian
Students who are declared to have graduated are entitled to obtain a diploma, title or designation, and a certificate accompanying the diploma in accordance with regulations legislation.		

I. COURSE DESCRIPTION

Pancasila

Course Code/Credit: MKU6208/2 Credit/Theory

Description:

The competency standards of the Pancasila Education course are: (1) being able to take a responsible attitude as a good citizen in accordance with his conscience; (2) being able to interpret the scientific-philosophical truth contained in Pancasila; (3) being able to interpret historical events and cultural values of the nation to foster Indonesian unity; (4) being able to think comprehensively integrally about problems in the life of the nation and state; (5) being able to solve socio-political problems in a state juridical perspective; (6) being able to solve socio-political problems, the development of science, technology and art with a paradigm on Pancasila.

This lecture discusses the foundations and objectives of Pancasila Education, Pancasila in the context of the history of the struggle of the Indonesian people, Pancasila as a system of philosophy, Pancasila as a political ethnic and national ideology, Pancasila in the context of state administration of the Republic of Indonesia, and Pancasila as a paradigm of life in society, nation and state.

Developed Learning Outcomes:

- **Attitude:** (1) devote to God Almighty by showing an attitude of religiosity; (2) uphold human values in carrying out their duties based on religious, moral, and ethical values; (3) internalise between norms and ethical values in the academic field; (4) have a sense of nationalism and participate in maintaining national unity and integrity; and (5) appreciate cultural diversity which is seen as the cultural wealth of the archipelago.
- **Knowledge:** mastering the basic concepts of knowledge about Pancasila and the meanings expressed and implied in it.
- **Skills:** able to practise the values in daily life.

Indonesian Language

Course Code/Credit: MKU6209/2 Credit/Theory

Description:

The Indonesian Language course aims to provide students with the competence to understand, criticise, and implement the rules of using good and correct Indonesian as the basis for the ability to communicate scientifically. The learning materials are: language concepts, sentence concepts, sentence functors, basic sentence patterns, basic sentences and transformational sentences, major sentences and minor sentences, single sentences and compound sentences, Indonesian in scientific writing, effective sentences, paragraph preparation, and the application of refined spelling. Learning activities are carried out by: lectures, discussions, and assignments. Evaluation is done by: discussion, test, and composing (simple) articles.

Developed Learning Outcomes:

- **Attitude:** having a sense of nationalism and participating in maintaining national unity and integrity.

- **Knowledge:** mastering basic concepts of knowledge and broad insights in the field of Indonesian language.
- **Skills:** able to conduct studies and research in the field of Indonesian language.

English Language

Course Code/Credit: MKU6211/2 Credit/Theory

Description:

English course is compulsory to pass with 2 credits. The course aims to provide review and exercises for students to be able to use English that has been learned in high school actively. Lecture activities in the form of reading comprehension exercises and vocabulary improvement from texts taken from textbooks in accordance with the field of study. from textbooks in accordance with the field of study and practice expressing or communicating the content of reading or communicating the content of reading. or communicating the content of reading or ideas related to the field of study, both written and oral. Both in writing and orally. Student success will be assessed based on active participation in PBM, structured assignments, mid-semester test scores and end-of-semester test scores.

Developed Learning Outcomes:

- **Attitude:** show a responsible attitude for work in their field of expertise independently.
- **Knowledge:** mastering English grammar.
- **Skills:** use English actively.

Javanese phonology

Course Code/Credit: PBJ6270/2 Credits/Theory

Description:

This course aims to provide students with the competence to be able to explain linguistic concepts in general and apply them to linguistic language analysis activities. This course is theoretical in nature. Subjects covered include: general linguistic understanding, approaches in analysing language, phonology, morphology, syntax, semantics, linguistic schools, language typology, comparative historical linguistics. Structurally, this course is a combination of knowing the language of Javanese, language sound of Javanese, arrangement of Javanese words, and arrangement of Javanese sentences. Lecture activities are centred on student activity through: lectures, discussions, and assignments. Evaluation is conducted through mid-term exams, final exams, and assignments. This course aims to provide students with competence in studying language at various levels. The subject matter includes the nature of language, various levels in language, rules in Javanese grammar, and analysis of Javanese language from various levels. Learning activities are in the form of lectures, discussions, giving assignments individually and in groups. Evaluation is done through tests and assignments.

Developed Learning Outcomes:

- **Attitude:** (1) show an attitude of being able to work together and care about community and environmental problems; and (2) show an attitude of responsibility for work in his field of expertise. show an attitude of responsibility and concern for the use of his language and the community in his environment, participate as a citizen who is proud and loves his language, show an attitude of being able to work together by utilising the language he has mastered.
- **Knowledge:** master the basic theories in the field of linguistics, concerning the structure of language, the nature of language, the function of language, the history and development of language, schools of linguistics, and language analysis. master the basic concepts in linguistics, concerning the nature of language, the function of language, master the basic theories in the field of linguistics, which are related to the structure of language.
- **Skill:** Able to apply theories and linguistic associations in linguistic analysis. Analyse linguistic structures of various levels.

Auxiliary language

Course Code/Credit: PBJ6271/2 Credits/Theory

Description:

This course aims to provide competence for students to have the knowledge, understand, and be able to explain: the history of language contact of Sanskrit, Old Javanese, and Arabic; structure and grammar (alphabet, phonology, morphology, semantics, syntax, etymology) of Sanskrit, Old Javanese, and Arabic; and be able to apply it in making analyses of Sanskrit, Old Javanese, and Arabic absorption words into Javanese. The lectures in this course are theoretical and practical. The subject matter covers the scope of: the history of language contact; structure and grammar (alphabet, phonology, morphology, semantics, syntax) of Sanskrit, Old Javanese, and Arabic; and can trace the Javanese language originating from Sanskrit, Old Javanese, and Arabic. Lecture activities include: lectures, discussions, practices, and assignments. Evaluation is carried out by assessing daily activeness, mid-term assignments, portfolios (individual and group assignments), and the final exam.

History of Javanese Literature

Course Code/Credit: PBJ6214/2 Credits/Theory

Description:

This course aims to provide students with the competence to understand the theory of compiling literary history and Javanese literary history and to conduct a study of Javanese literary history. The material includes: the definition of literary history, the theory of compiling literary history, the relationship between literary history and history in general, the practice of compiling one of the histories of Javanese literature, reading Javanese literary works that have a historical sequence, having Javanese literary history as teaching material, the development of types (gender): mystique and eternal literature, heroic story,

puppet stories and puppet plays, romances and novels, stories, fairy tales, chronicles and cosmogonies, essays and biographies, Javanese poetry, the development of Javanese literary forms: poetry, prose, drama. Lecture activities: face-to-face meetings, assignments, and field practice. Evaluation: mid-term exam, assignments and practices, presentations, and final exam.

Developed Learning Outcomes:

- **Attitude:** play a role as a citizen who is proud and loves the country, has nationalism and a sense of responsibility to the state and nation.
- **Knowledge:** master the basic theories in the field of Javanese literature, art, and culture.
- **Skill:** able to apply and utilise basic theories in literature, arts, and culture to appreciate works of literature, arts, and culture.
- **Responsibility:** demonstrate an attitude of responsibility for work in their field of expertise independently

Skilled Javanese Language

Course Code/Credit: PBJ6272/2 Credits/Practice

Description:

This course aims to provide students with the competence to understand the concepts, theories of language which include listening, speaking, reading and writing Javanese as well as applying language skills. *Trampil Basa* course is theoretical and practical. The subject matter includes: characteristics of oral and written communication, the nature of listening-speaking, reading-writing, the relationship between language skills, language skills and teaching, and the application of language skills. Lecture activities include: lectures, discussions, assignments, and practice. Evaluation is carried out by assignments, mid-term exams, and final exams. This course aims to equip students to have good and correct knowledge and skills in the Javanese language. This course is theoretical and practical. The discussion material covers all aspects of language skills; namely listening theory and practice, speaking theory and practice, reading theory and practice, and writing theory and practice. The deepening of the material is carried out especially on the methods of listening, speaking, reading, and writing; as well as methods of expressing the skills of listening, speaking, reading, and writing the Javanese language works. Lecture activities are carried out by practising listening, speaking, reading, and writing; as well as discussing the results of the four language skills. Evaluation is based on the practice or test of the four Javanese language skills.

Developed Learning Outcomes:

- **Attitude:** have sensitivity, critical and responsive attitudes towards oral and written discourse found in society and the environment.

- **Knowledge:** master the concepts in language skills which include (1) the characteristics of oral and written communication; (2) the relationship between language skills; (3) the purpose and types of language skills; (4) factors that affect language skills; (5) teaching language skills.
- **Skill:** (1) be able to apply the ability of language skills in various types of oral and written discourse in various situations and conditions; and (2) be able to utilise the results of activities for various daily purposes.

History of Javanese Culture

Course Code/Credit: PBJ6273/2 Credits/Theory

Description:

This course aims to provide competence to students to understand the development of Javanese cultural history holistically with a diachronic-synchronic review so that students can have good cultural insight and appreciation. The lecture material includes ancient human culture, middle age, new age, acculturation, and syncretism of Hindu, Buddhist, Islamic and European cultures. Lecture activities include lectures, questions and answers, assignments, discussions, and field studies. Evaluation is done through tests, independent and group assignments.

Developed Learning Outcomes:

- **Attitude:** have a sense of pride in Javanese culture that has developed from ancient to modern times.
- **Knowledge:** mastering the periodisation and development of Javanese culture in relation to ancient, ancient, middle, new, to modern Javanese culture, both related to Javanese culture of ideas, Javanese culture of action, as well as the legacy of ancestors that can be utilised in community life.
- **Skill:** able to apply the concepts and techniques of Javanese cultural development in the fields of culture-based education, cultural studies, so that Javanese culture remains preservative and progressive.

Language Politeness

Course Code/Credit: PBJ6217/2 Credits/Practice

Description:

Students understand the concept of language politeness, history of language politeness, awareness/speech context, Javanese language levels, and speaking practice.

This course (aims to equip students to be skilled in speaking Javanese actively and passively with the right unggah-ungguh/according to the context of speech; material: understanding and concept of language politeness, history of the use of language politeness, differences

and similarities between language politeness and the use of Javanese language levels, awareness in language/speech context, use of traditional Javanese language levels, use of Javanese language levels in the present/millennial era, conversation exercises, WA writing exercises, telephone/Video call conversation exercises, invitation writing exercises, description writing exercises, argumentation writing exercises, and narrative writing exercises; method: active learning; media: power point, text, modelling; evaluation: portfolio and performance).

Developed Learning Outcomes:

- **Attitude:** students have an attitude of humility, tolerance, and respect for speech partners.
- **Knowledge:** master the basic theories of unggah-ungguh basa which include the concept of unggah-ungguh basa, ethics, etiquette, and social application, as well as the level of Javanese speech.
- **Skill:** Students are able to apply the basic theories they have mastered in the world of work and in everyday life properly and correctly, both in oral and written communication skills in formal and non-formal situations according to the context of Javanese speech.

Javanese Tembang

Course Code/Credit: PBJ6232/2 Credits/Practice

Description:

This course aims to provide students with the competence to have the knowledge, ability to appreciate *tembang macapat*, and have the skills to sing *tembang macapat* in *slendro* and *pelog* tunings. Topics include *tembang macapat* (Mijil, Kinanthi, Sinom, Asmaradana, Dhandhanggula, Gambuh, Maskumambang, Durma, Pangkur, Megatruh, Pocung). Lectures, tembang practice, discussions, and assignments. Evaluation is based on weekly practical theory, midterm and final exams. The exam includes theory and practice. This course aims to introduce the form of *tembang*. In addition, it is also to train students about notation in *slendro* and *pelog*. Students will get to know *cengkok*, *gregel*, *luk*, *pedhotan*, etc. Tembang consists of several types including: *Tembang macapat*, *Tembang lelagon*, *Tembang Bawa* (precursor to a *gendhing*), *Tembang Dolanan*.

This learning method prioritises knowledge of the song, discussion, and practice. Students are required to be able to master several types of songs.

The media used in this learning process uses a blackboard as a means of writing tembang notation and lyrics.

As an evaluation, students make presentations of songs with various types of songs. This course is expected to produce students who master the types of tembang both *slendro* and *pelog*, which will be useful for the community of song lovers.

Developed Learning Outcomes:

- **Attitude:** appreciate and be responsible for preserving and developing *Sekar macapat* in life and education independently.
- **Knowledge:** master the historical, theoretical, and pragmatic concepts of macapat, which include macapat rules, types of macapat, and macapat notation in slendro and pelog.
- **Skill:** able to apply theoretical concepts about the art of macapat for the development of singing skills, learning, staging, and competitions and become a professional macapat judge.

Citizenship Education

Course Code/Credit: MKU6207/2 Credits/Theory

Description:

The competency standards of this course are: (1) have knowledge of the importance of civic education for students; (2) have attitudes and behaviours in accordance with ham; (3) have awareness of rights and obligations as citizens of the republic of Indonesia; (4) have awareness of state defence; (5) have awareness of democracy; (6) have an overview of Indonesia's national insight; (6) have motivation to participate in realising Indonesia's resilience; (7) have motivation to participate in realising Indonesia's national politics and strategy.

Citizenship Education is a compulsory course for Bachelor Degree and Diploma Degree students, worth 2 credits. This course equips students with basic knowledge and abilities regarding the relationship between citizens and the state, as well as preliminary education for state defence in order to become citizens who can be relied upon by their nation and country. The course examines: (1) the rights and obligations of citizens; (2) preliminary education for state defence; (3) Indonesian democracy; (4) human rights; (5) archipelago insight and Indonesian national identity; (6) Indonesian national resilience; and (7) Indonesian national politics and strategy.

Developed Learning Outcomes:

- **Attitude:** (1) be devoted to God Almighty by showing an attitude of religiosity; (2) uphold human values in carrying out their duties based on religious, moral and ethical values; (3) internalise between norms and ethical values in the academic field; (4) have a sense of nationalism and participate in maintaining national unity and integrity; (5) appreciate cultural diversity which is seen as the cultural wealth of the archipelago.
- **Knowledge:** master the basic concepts of knowledge about civic education, state defence, national resilience and awareness of being an Indonesian nation.
- **Skill:** ((1) able to design and implement Javanese language learning that integrates affective, cognitive, and psychomotor aspects based on the rights and obligations of

citizens; and (2) able to carry out independent and guided Javanese language learning practices based on human rights, insight into the archipelago.

Islamic Religion Education

Course Code/SKS: MKU6201/2SKS/Theory

Description:

The Islamic Religious Education course is compulsory for every Muslim student in all study programmes, weighing 2 credits. This course is designed with the intention of strengthening faith and piety in Allah SWT, as well as broadening the horizons of religious life, so as to form students who are of noble character, philosophical thinking, rational and dynamic attitude and broad outlook, with due regard to the demands for intra respect within one community, and in relations of inter-religious harmony. Learning activities are carried out through lectures, dialogues, and paper presentations. Evaluation was conducted through written tests, assignments, and reports, as well as presentations.

Developed Learning Outcomes:

- **Attitude:** (1) devote to God Almighty by showing an attitude of religiosity; (2) uphold human values in carrying out duties based on religious, moral, and ethical values.
- **Knowledge:** mastering and understanding the basic concepts of knowledge about Islamic religion.
- **Skills:** able to implement all the teachings and practice in his/her life.

Catholic Religion Education

Course Code/SKS: MKU6202/2SKS/Theory

Description:

The Catholic Religious Education course is compulsory for every Catholic student in all study programmes, weighing 2 credits. This course is designed with the intention of strengthening faith and piety in God Almighty, as well as broadening the horizons of religious life, so as to form students who are of noble character, philosophical thinking, rational and dynamic attitude and broad outlook, with due regard to the demands for intra respect within one community, and in relations of inter-religious harmony. Learning activities are carried out through lectures, dialogues, and paper presentations. Evaluation was conducted through written tests, assignments, and reports, as well as presentations.

Developed Learning Outcomes:

- **Attitude:** (1) devote to God Almighty by showing an attitude of religiosity; (2) uphold human values in carrying out duties based on religious, moral, and ethical values.
- **Knowledge:** mastering and understanding the basic concepts of knowledge about Catholic religion.
- **Skills:** able to implement all the teachings and practice in his/her life.

Christianity Education

Course Code/SKS: MKU6203/2SKS/Teori

Description:

The Christian Religious Education course is compulsory for every Christian student in all study programmes, weighing 2 credits. This course is designed with the intention of strengthening faith and piety in God Almighty, as well as broadening the horizons of religious life, so as to form students who are of noble character, philosophical thinking, rational and dynamic attitude and broad outlook, with due regard to the demands for intra respect within one community, and in relations of inter-religious harmony. Learning activities are carried out through lectures, dialogues, and paper presentations. Evaluation was conducted through written tests, assignments, and reports, as well as presentations.

Developed Learning Outcomes:

- **Attitude:** (1) devote to God Almighty by showing an attitude of religiosity; (2) uphold human values in carrying out duties based on religious, moral, and ethical values.
- **Knowledge:** mastering and understanding the basic concepts of knowledge about Christianity.
- **Skills:** able to implement all the teachings and practice in his/her life.

Buddhist Education

Course Code/SKS: MKU6204/2SKS/Theory

Description:

The Buddhist Education course is compulsory for every Buddhist student in all study programmes, weighing 2 credits. This course is designed with the intention of strengthening faith and piety in God Almighty, as well as broadening the horizons of religious life, so as to form students who are of noble character, philosophical thinking, rational and dynamic attitude and broad outlook, with due regard to the demands for intra respect within one community, and in relations of inter-religious harmony. Learning activities are carried out through lectures, dialogues, and paper presentations. Evaluation was conducted through written tests, assignments, and reports, as well as presentations.

Developed Learning Outcomes:

- **Attitude:** (1) devote to God Almighty by showing an attitude of religiosity; (2) uphold human values in carrying out duties based on religious, moral, and ethical values.
- **Knowledge:** mastering and understanding the basic concepts of Buddhist knowledge about Buddhism.
- **Skills:** able to implement all the teachings and practice in his/her life.

Hinduism Education

Course Code/SKS: MKU6205/2SKS/Theory

Description:

Religion as understood by most Hindus is not just a theory to be memorised, nor is it a dogma, nor is it just words with no meaning. Religion is a demand that contains a set of values that if practised will be very useful for themselves and for others. The Hindu Religious Education course is compulsory for every Hindu student in all study programmes, weighing 2 credits. This course is designed with the intention of strengthening faith and piety in God Almighty, as well as broadening the horizons of religious life, so as to form students who are virtuous, philosophical, rational and dynamic and broad-minded, by paying attention to the demands for intra-respect within one community, and in relations of inter-religious harmony. Lecture activities are carried out using lecture, dialogue, and paper presentation models. Evaluation is done through writing, assignments, and reports, as well as presentations. This course contains the following subjects: (1) knowing religion; (2) *shraddha*; (3) *marga* towards god; (4) moral system; (5) the needs of Hindu life; (6) family life; (7) science and religion; (8) *yajna*: symbolic communication; (9) interfaith cooperation; (10) service as worship

Developed Learning Outcomes:

- **Attitude:** (1) devote to God Almighty by showing an attitude of religiosity; (2) uphold human values in carrying out duties based on religious, moral, and ethical values.
- **Knowledge:** mastering and understanding the basic concepts of knowledge about Hinduism.
- **Skills:** able to implement all the teachings and practice in his/her life.

Educational Science

Course Code/SKS: MDK6201/2SKS/Theory

Description:

This course is compulsory for students of educational study programmes, with a weight of 2 credits. This course aims to embed ideas and derivatives of education science to contribute to educating and enlightening students. Education is the process of perfecting all human potential, abilities, and capacities through media that are arranged in such a way, and used by humans to help others or themselves in achieving the expected goals. This course contains material on: (1) the basis, function, purpose, and principles of education; (2) the urgency of understanding human nature; (3) the meaning of education and the limits of education; (4) education as a science and as a system; (5) learners and educators; (6) the content, methods, tools and environment of education; (7) lifelong education; (8) Ki Hadjar Dewantara: the foundation of national education founder. Assessment is done by written test and assignment.

Developed Learning Outcomes:

- **Attitude:** have high commitment and motivation in carrying out their duties.
- **Knowledge:** master the basic concepts of knowledge and broad insights in the field of Educational Science.
- **Skills:** able to conduct studies and research in the field of Educational Science.

Educational Psychology

Course Code/SKS: MDK6202/2SKS/Theory

Description:

Educational psychology is the application of psychological theories to the study of development, learning, motivation, teaching and problems that arise in education. Educational psychology as a systematic study of psychological processes and factors related to human education. This course is compulsory for students of educational study programmes, with a weight of 2 credits. This course contains the following materials: (1) introduction; (2) forms of mental symptoms in education; (3) individual differences; (4) learning and learning; (5) measurement and assessment of learning outcomes; (6) diagnostics of learning difficulties.

Developed Learning Outcomes:

- **Attitude:** have high commitment and motivation in carrying out their duties.
- **Knowledge:** master the basic concepts of knowledge and broad insights in the field of Educational Psychology.
- **Skills:** able to conduct studies and research in the field of Educational Psychology.

Sesorah

Course Code/SKS: PBJ6229/2SKS/Practice

Description:

Students can become *pamedharsabda* (orators) in various official and traditional ceremonies, as well as speakers at various scientific events. Materials include (1) *pamedharsabda* in various official ceremonies; (2) traditional ceremonies; (3) speakers at scientific events. The lecture material includes the theory of speech, types, requirements, methods of speech, building self-confidence, developing a script, and the practice of speech. Lecture activities are face-to-face, practical, observing videos, analysing *sesorah* texts, assignments, simulations, and field assignments. Evaluations are carried out through portfolio, midterm test, assignment, practice, field work, and end-of-semester test. Students have skills as *pamedharsabda* (orators) and become resource persons in various scientific events. The lecture material includes the theory of speech skills, types, requirements, how to become a *pamedharsabda*, building confidence, developing a script, and *pamedharsabda* practice. The lecture approach is a scientific approach (observing, questioning, gathering information, associating/creating, and communicating) with discussion methods, questions and answers, assignments, simulations. Media used e-learning (internet and besmart UNY), photos, and observing videos. Evaluations are carried out through portfolios, midterm tests, assignments, practices, field assignments, and end-of-semester tests.

Developed Learning Outcomes:

- **Attitude:** (1) show politeness when being a *pamedharsabda*, (2) show confidence when giving a speech, (3) show hard work / tenacity to practice *medharsabda*, (4) have an attitude of responsibility as a prospective professional *pamedharsabda*, (5) respect and respect each other during lectures and practice being a *pamedharsabda*, and discipline.
- **Knowledge:** master the various properties of speeches, theories, types, requirements, techniques, develop speech scripts, build confidence, build interaction with the audience, and quality speeches.
- **Skills:** be able to analyse *sesorah* texts, develop *sesorah* texts, and practice *sesorah* in various roles in official, traditional ceremonial, and scientific situations.

Karawitan Arts**Course Code/SKS: PBJ6209/2SKS/Practice****Description:**

Karawitan Art Course has the purpose and objective to provide *Karawitan* knowledge and practice. In *Karawitan* there are several structures such as: *Gangsaan*, *Lancaran*, *Ketawang*, *Ladrang*. In *Karawitan* Art there is an extraordinary synergy: *Mad sinamadan*, mutual

respect, not arrogant, eliminating ego, and harmonious life. All of that will be achieved into a harmony full of beauty. This is character education. The methods of learning musical arts are using lectures, discussions, questions and answers, and practice. In this course, practice is prioritised because in terms of time it requires a long duration. Practice includes specialised musicianship, namely: *Bonang Barung*, *Bonang Penerus*, *Kendhang*, *Kenong*, *Kempul/gong*, *Peking*. As an evaluation, students will be tested to practise a *gendhing* with several special instruments as above.

Philology Knowledge

Course Code/SKS: PBJ6276/2SKS/Theory

Description:

This course aims to provide competence for students to possess, understand, and apply knowledge about the nature of philology, the history of philological development, and examples of the application of philological theory to Javanese manuscripts that will help the study of Javanese manuscripts. The lectures of this course are theoretical and practical in their application. The subject matter includes the scope: the nature of philology (meaning, purpose, object of philological research); the history of the development of philology, the auxiliary science and function of philology, the theory and method of Javanese manuscript research and the application of philological theory to the study of Javanese manuscripts; the relevance of philological studies to contemporary life; and research work steps for the study of Javanese manuscripts. Lecture activities include: lectures, discussions, and assignments. Evaluation is carried out by assessing daily activeness, midterm assignments, portfolios (individual and group assignments), and end-of-semester exams.

Tata Makna

Course Code/SKS: PBJ6234/2SKS/Theory

Description:

This course aims to provide students with the competence to understand semantic concepts and apply them in language analysis and activities. This course is theoretical in nature. The subject matter includes: meaning, types of meaning, relation between form and meaning, change and development of meaning, dictionary and dictionary composing technique, idioms, and models of semantic analysis.

Learning activities include lectures, discussions and assignments. Evaluation is done through tests and assignments.

Developed Learning Outcomes:

- **Attitude:** Demonstrate an attitude of being able to work and have a love for the correct use of language in accordance with its meaning.
- **Knowledge:** Mastering theories about the meaning of language, especially in its proper use, including word meaning, naming, types of meaning, relationship between form and meaning, development and change of meaning.
- **Skills:** Able to apply theories of language meaning,

Developed Learning Outcomes:

- **Attitude:** Demonstrate an attitude of being able to work and have a love for the correct use of language in accordance with its meaning.
- **Knowledge:** Mastering theories about the meaning of language, especially in its proper use, including word meaning, naming, types of meaning, relationship between form and meaning, development and change of meaning.
- **Skills:** Able to apply theories of language meaning, language use in accordance with its context and analysis.

Folklore Jawi

Course Code/SKS: PBJ6221/2SKS/Theory

Description:

This course aims to provide competence to students to be able to have insight into the nature, characteristics, forms, and functions of Jawi Folklor which are scattered in various regions, conducting studies of folkloric forms that are still preserved by the supporting community. Lectures discuss the nature, characteristics, forms, and functions of folklore. The nature of lectures is theory and practice. Lecture activities include lectures, questions and answers, discussions, field studies. Evaluation is done through written tests and assignment presentations.

Developed Learning Outcomes:

- **Attitude:** appreciating the diversity of folklore, worldviews, and beliefs in God Almighty as well as the original opinions or findings of others.
- **Knowledge:** (1) master the basic theories of folklore, folklore studies, types of folklore, and their educational values; and (2) master the sciences of Javanese folklore studies to obtain in-depth and holistic scientific studies.
- **Skills:** able to apply and utilise the theories of folklore study, folklore appreciation, and its development in daily life. And its development in daily life.

Education Management

Course Code/SKS: MDK6203/2SKS/Theory

Description:

The educational process takes place at school, outside school or in the community, in training. The educational process requires effective and efficient administration and needs to be supported by strong educational leadership and educational supervision. This course is compulsory for students of educational study programmes, with a weight of 2 credits. This course contains material about: (1) concepts and management of education; (2) organisation of educational institutions; (3) curriculum management; (4) student management; (5) education personnel management; (6) education facilities management; (7) education financing management; (8) management of educational institutions' relations with the community; (9) management of educational institutions; (10) educational leadership and supervision.

Developed Learning Outcomes:

- **Attitude:** having high commitment and motivation in carrying out tasks.
- **Knowledge:** mastering the basic concepts of knowledge and broad insights in the field of education management.
- **Skills:** able to conduct studies and research in the field of education management.

Sociology and Anthropology Education

Course Code/SKS: MDK6204/2SKS/Theory

Description:

This course aims to provide knowledge and insight into the importance of sociology and anthropology for an educator and its application in learning. The material provided includes understanding, benefits and functions of sociology and anthropology in education, learning environment, society and its characteristics, and managing the learning environment. Lectures are conducted through lectures, discussions, and assignments. Assessment is carried out by written tests, process assessments, and assignments.

Developed Learning Outcomes:

- **Attitude:** (1) contribute to improving the quality of community life; (2) able to cooperate with others and have social sensitivity in community life.
- **Knowledge:** (1) mastering the basic concepts of knowledge and broad insights in the field of sociology and anthropology of education; (2) mastering knowledge of the learning environment and community characteristics.

- **Skills:** able to select and determine learning strategies, learning materials, and learning media in accordance with the characteristics of the community environment.

Cultural Appreciation

Course Code/SKS: FBS6201/2SKS/Theory

Description:

The Cultural Appreciation course aims to provide students with the competence to appreciate and criticise the concepts, forms, elements, properties, and changes / phenomena of culture so as to create a culturally aware situation, to build a strong cultural resilience. Learning materials include the concept of appreciation, the level of appreciation, the concept of culture, cultural forms, cultural elements, cultural properties, the role of resources, cultural change, human elements, the relationship between culture and art, and cultural phenomena. Learning activities are carried out with lectures, discussions, appreciation practices, field studies, and criticism of cultural phenomena. Evaluation is carried out by presentations, tests, group assignments, and independent assignments.

Developed Learning Outcomes:

- Attitude: contributing to improving the quality of community life; and (2) being able to work together with others and having social sensitivity in community life.
- Knowledge: mastering and understanding cultural theories that live and develop in society.
- Skills: able to implement and master cultural diversity in the community.

Socio-Psycholinguistics

Course Code/SKS: PBJ6242/2SKS/Theory

Description:

Students understand the concept of socio-psycholinguistics, human and animal language, language variation, language acquisition and learning process, language of mind and culture, language with one's behaviour, speech community and speech habits, national language preservation and policy.

This course (objectives: students can communicate with intelligence of thought, emotion, and speech situation, and understand about language variation, speech community and speech culture, understand about language politeness, acquisition, and language learning; materials: socio-psycholinguistic concepts, language variation and speech community,

language acquisition and language learning, language of mind and speech culture, language and human brain, standard/official language and national language, language politeness, language development and preservation, position and policy of regional, national, and foreign languages; methods: assignments, presentations, discussions; media: powerpoint and modelling; evaluation: assignments and tests) This course is a combination of the two sciences of sociolinguistics and psycholinguistics which aims to provide competence to students to understand the concepts of sociolinguistics and psycholinguistics and apply them in society. The subject matter includes the relationship between language and the people who use it: the relationship between linguistics and other disciplines, language variation, speech communities, bilingualism, and multilingualism, language and culture, and language planning. In the field of psycholinguistics, the discussion includes the nature of language, language acts, language from a psycholinguistic point of view, biology and language, language acquisition, language and mind, and language and the future of language. This course is theoretical and practical. Lecture activities include lectures, questions and answers, discussions, assignments, and observations. Evaluation is done by mid-term, end-of-semester exams, and assignments.

Developed Learning Outcomes:

- **Attitude:** students have an attitude of tolerance, mutual respect/appreciation, polite and critical of a speech. able to work together, respect others, have social sensitivity and concern, and have a responsible attitude for their work independently, and with colleagues.
- **Knowledge:** understand the diversity of language, language, thought and speech culture, the diversity of speech communities, and speech culture, development, preservation, language learning, and national language policy. master the basic theories in the field of sociolinguistics, which include the conception of the term and scope of sociolinguistics, the relationship between sociolinguistics and other disciplines, language variation, bilinguals and multilinguals, language contact, diglossia and speech levels, as well as language planning and speech perception, speech production, language acquisition, neuro-biology, and the relationship between language skills and psycholinguistics.
- **Skills:** students are skilled in communicating in various situations and speech feelings actively and passively. able to apply and utilise basic theories in the field of sociolinguistics to understand linguistic phenomena that exist around them, in everyday life and in their work environment.
- **Knowledge:** mastering the theories, structures, basic principles of the curriculum, competency standards or core competencies, basic competencies, indicators, and learning tools which include: lesson plans, syllabus, and material development.
- **Skills:** (1) able to apply the basic theories and principles of the curriculum to apply and review the applicable curriculum in schools; (2) able to develop learning tools according to the applicable curriculum in schools.

- **Responsibility:** showing an attitude of responsibility for work in their field of expertise independently and in groups.

Maos Naskah Jawi

Course code/Credit: PBJ6477/4SKS/Practice

Description:

This course aims to provide students with the competence to have, understand, and apply knowledge about and skills in reading Javanese and Arabic Pegon printed and *carik* (handwritten) texts. The skills include reading Javanese and Arabic Pegon print and *carik* (handwritten) prose texts. Translation of Javanese and Arabic Pegon script print and *carik* (handwritten), tracing and deciphering words, content comprehension, and translation. Javanese and Arabic Pegon print and *carik* (handwritten) texts in the form of traditional Javanese poetry (*tembang macapat*) are read by developing/doubting. In addition, practical activities include reading texts: the nature, process and types of reading; making written transfers: transcription and transliteration using diplomatic and standard methods; translating texts; and interpreting the content of texts, as well as the relevance of text content to contemporary life. Subjects covered include scope: the nature of reading Javanese manuscript texts and the relevance of text content to contemporary life. Lecture activities include lectures, discussions, and assignments. Evaluation is done in theory and practice by assessing daily activities (reading, writing transfer, translating texts, and interpreting text content), midterm assignments, portfolios (individual and group assignments), and final exams.

Javanese Language Learning Media and Information Technology

Course Code/Credit: PBJ6204/2SKS/Theory

Description:

This course aims to provide students with the competence to understand, plan, develop/produce media, and be able to practise it in learning. The substance of competence includes the nature of media, types and characteristics of media, media selection, media development/production, and the use of innovative Javanese language, literature, and culture learning media. Lecture activities are centred on student activities through: lectures, discussions, assignments, practice, and presentations. Measurement of competency achievement is carried out by midterm exams, portfolios, presentations, and final exams.

Developed Learning Outcomes:

- **Attitude:** (1) working together to develop learners' attitudes, values, and abilities; and (2) taking responsibility for work in their field of expertise independently and in groups.

- **Knowledge:** mastering various media theories including the nature of media, types and characteristics of media, media selection, media development/production, and the use of innovative Javanese language, literature, and culture learning media.
- **Skills:** able to apply media theory to design, produce media, and use it in innovative Javanese language, literature, and culture learning.

Creativity, Innovation and Entrepreneurship

Course Code/Credit: MKU6213/2SKS/Theory

Description:

This course aims to equip students, to build entrepreneurial spirit, form entrepreneurial character, understand the concept of entrepreneurship, and training in entrepreneurial skills. The material coverage of this course includes the development of the entrepreneurial spirit, entrepreneurial character, achievement motivation, change thinking, creative thinking, action orientation, risk-taking, leadership, business ethics, X factor, looking for business ideas, marketing, financial management and business financing, starting a new business and making a business plan. Lecture activities include theory and practice. The evaluation includes presentations, written tests, final assignments in the form of selling practices and making business plans.

Developed Learning Outcomes:

- **Attitude:** (1) internalise the spirit of independence, struggle, and entrepreneurship; (2) demonstrate an attitude of responsibility for work in their field of expertise independently.
- **Knowledge:** mastering theoretical concepts of knowledge and German language, theoretical concepts in the field of tourism and German translation in depth.
- **Skills:** (1) able to make the right decision based on information and data analysis, and able to guide in choosing various alternative solutions independently and in groups; (2) have good morals, ethics, and personality in completing their duties; (3) able to cooperate and have social sensitivity and high concern for society and the environment; (4) able to be responsible in completing assigned tasks; (5) able to critically evaluate the tasks that are their responsibility; (6) able to lead small groups in carrying out group tasks; and (7) able to cooperate in group work.

Educational Research Methods, Language, Literature, Javanese Culture

Course Code/Credit: PBJ6301/3SKS/Theory

Description:

Students have insights into the nature and types of language, literature, and cultural research and develop them into research proposals. Materials include the nature of the research, types of research, research design, research data, and research data analysis.

Lecture activities with face-to-face meetings, discussions, practices, assignments, and presentations. Evaluation by midterm exam, final exam, structured assignments, and portfolios.

Developed Learning Outcomes:

- **Attitude:** (1) show thoroughness in studying various research methods to implement research proposal development; (2) show hard work and tenacity in developing a comprehensive and quality research proposal; (3) have an attitude of tolerance towards students who develop research proposals based on their interests, namely Javanese language, literature, or culture; and (4) have an attitude of responsibility as prospective professional researchers.
- **Knowledge:** mastering various research methods, both qualitative, and quantitative, and blending research to be utilised in developing research proposals.
- **Skills:** able to analyse various methods used in research (reviewing journals or research results), speaking skills in discussions in providing opinions, criticisms, and suggestions, and developing prospective thesis research proposals.

Analysis of Javanese Manuscripts

Course Code/Credit: PBJ6205/2SKS/Practice

Description:

This course aims to provide students with the competence to have, understand, and be able to skillfully apply the theories and methods in conducting the study of Javanese manuscripts containing Javanese and Arabic Pegon printed and *carik* (handwritten) texts. Javanese manuscript study skills include: skilled reading of Javanese and Arabic Pegon printed and *carik* (handwritten prose) texts. Skilled in transcribing Javanese and Javanese and Arabic Pegon print and *carik* (handwritten) script into Latin script, tracing and interpreting words, understanding content, and translation. Skilled in identifying printed and handwritten Javanese and Arabic Pegon script texts in the form of traditional Javanese poetry (*tembang macapat*). In addition, the practical activities include skills in reading texts: the nature, process, and types of reading; skills in making written transfers: transcription and transliteration using diplomatic and standard methods; skills in translating texts; and skills in interpreting the content of texts, as well as skills in relating the relevance of text content to contemporary life. The subject matter covers the scope of skilled reading of Javanese and Arabic Pegon printed and *carik* (handwritten) texts in the form of prose. Skilled in transcribing Javanese and Arabic Pegon print and *carik* (handwritten) script into Latin script, tracing and interpreting words, understanding content, and translation. Skilled in identifying Javanese and Arabic Pegon printed and *carik* (handwritten) texts in the form of traditional Javanese poetry (*tembang macapat*). In addition, the practical activities carried out include: skilled in reading texts: the nature, process, and types of reading; skilled in making written transfers: transcription and transliteration with diplomatic and standard methods; skilled in translating texts; and skilled in interpreting the content of the text, and skilled in relating the

relevance of the content of the text to contemporary life. Lecture activities include discussions and assignments. Evaluation is carried out in theory and practice by assessing the liveliness of making Javanese manuscript studies, midterm assignments, portfolios (individual and group assignments), and individual/group paper presentations.

Research Seminar

Course Code/Credit: PBJ6210/2SKS/Practice

Description:

This course aims to provide students with the competence to understand the meaning of seminars, the preparation of papers, and their presentation and to identify problems in Javanese education, language, literature, and culture. The course discusses the meaning of the seminar, identification of problems in the Javanese language, literature and culture education, preparation of papers and their presentation, as well as developing problems in Javanese language, literature and culture education into topics for writing problems in the field of Javanese language, literature and culture education and writing them into papers. Lecture activities are centred on student activities through: discussions, presentations, group work, assignments, and micro-field research. Measurement of competency achievement is done by tests and non-tests.

Developed Learning Outcomes:

- **Attitude:** respect for the diversity of cultures, worldviews, and original opinions or findings of others.
- **Knowledge:** (1) master research methodologies in linguistics, literature, arts and culture; and (2) master basic theories of language, literature, arts and culture.
- Language, literature, art, and culture.
- **Specific Skills:** able to apply research methodologies in linguistics, literature, arts, and culture in the practice of research and study of linguistic phenomena and literary works.

Pragmatics

Course Code/Credit: PBJ6208/2SKS/Theory

Description:

Students understand pragmatic concepts, speech situations, speech acts, principles: politeness, cooperation, courtesy, and their parameters.

This course (objectives: students can understand speech acts according to the speech situation, the principles of speech according to their parameters; material: the concept of pragmatics, speech situations, speech acts, types of speech acts, presupposition, implicature, entailment, contradictory analysis and synthesis, principles of cooperation,

principles of politeness and pragmatic parameters; methods: assignment, presentation and discussion; media: PowerPoint and modelling; evaluation: test and assignment) This course aims to provide competence to students to understand the theory, application, and research of language use in Javanese society actively. The Pragmatics course is theoretical. This course has the following topics: definition of pragmatics, the scope of pragmatic studies, deixis, maxims, illocutionary speech acts, illocutionary speech acts, perlocutionary speech acts, presupposition, implicature, entailment, analytical sentences, contradictory, synthetic, cooperation principles, politeness principles, pragmatic parameters. Lecture activities include lectures, practice and assignments. Evaluation is carried out by assignments, midterm exams, and end-of-semester exams.

Developed Learning Outcomes:

- **Attitude:** students are responsive to the atmosphere of speech and its context and have sensitivity to the use of language orally and in writing both actively and passively in society.
- **Knowledge:** students understand the concepts of pragmatics, speech acts, principles of cooperation, principles of politeness, and speech act parameters. mastering concepts in Pragmatics which include (1) understanding and scope of Pragmatics studies, (2) speech acts, (3) modes/types of sentences (4) deixis, implicature, prepositions, entailment, (5) principles of cooperation and principles of politeness, and (6) Pragmatics parameters.
- **Skills:** students are skilled in communicating according to the speech situation and skilled in analysing speech based on its parameters. (1) able to apply and utilise Pragmatic concepts in using the language actively or passively, and (2) able to apply Pragmatic concepts in linguistic studies.
- **Lexicon**

Learning Strategies, Javanese Language, Literature and Culture

Course Code/Credit: PBJ6202/2SKS/Theory

Description:

This course is an Internship I course as a prerequisite for Internship II (Micro Teaching). The course aims for students to have competence in various methods used in Javanese language learning. Course materials include approaches, models, learning that underlie learning methods, creating learning scenarios based on learning methods, and practising these methods in simulation classes (peer teaching). Lecture activities include lectures, discussions, group work, case/class observations in the field, and assignments. Assessment is carried out by mid-semester exams, assignments, final semester exams, and portfolios.

Developed Learning Outcomes:

- **Attitude:** (1) showing a responsible attitude in carrying out the task of learning and implementing learning methods; (2) showing accuracy in learning methods and

implementing learning methods; (3) showing hard work and tenacity in learning methods.

- **Knowledge:** master the theories of learning models and methods including concepts, types, characteristics, differences, advantages and disadvantages of various learning methods and various strategies for implementing methods in learning.
- **Skills:** able to analyse various learning methods to be developed into scenarios in Javanese language learning, and practise them in a simulation class.

E. Components of Assessment

No.	Components of Assessment	Point / Percentage (%)
1.	Attendance	
2.	Quizzes/Assignment	
3.	Case of study	
4.	Team-Based Project	
5.	Midterm tests	
6.	Final Exams	
Total		100%

F. Learning Activity Information

1. Learning Contract
2. Information on the participative case study activity.
3. Information on participative Team-Based Project activity.

Description

*Case Method :

1. Students play the role of “protagonists” who demand to break a case.
2. Students create an analysis of the case to build recommended solutions; supported by group discussions to test and develop the design of solutions.
3. Students in the class must be active in discussion, the lecturer only facilitates by controlling discussion, questioning, and observation**) Team-based Project.
4. Class is divided into groups (>1 student) to be responsible for the assignments for a long period of time.
5. The group is given the real case or the complex question, then given space for shape plans and collaborative mode.

6. Each group prepares the final presentation to be exposed to the lecturer, class, or other students who can give constructive feedback.
7. The lecturer encourages each group during the project period and inspires students to think critically and creatively in collaboration.

Acknowledge,

Yogyakarta, 2022

Head of Study Program

Lecturer

.....

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NIP.

ASSIGNMENT
PARTICIPATIVE LEARNING ACTIVITY
A CASE STUDY

Course :
Code of course :
Semester :
Lecturer :
Meeting :

A. Learning Objectives

(Describe the learning objectives set out in the participative study in the case study).

B. Sub-Learning Objectives

(Describe the Sub-learning objectives implemented)

C. Purpose

(Describe the purposes of the study case to be enforced)

D. Title of Case Studies

(Outlines case studies with selective cases should be conducted on purpose (impressively). The case may be determined by the lecturer and/or students in the lecturer's direction, with subject issues may be people, environment, programs, processes, society or social units, products, and so on.

E. Mechanism of Learning Activity

(contains the case study procedure to be implemented, such as the requirements for case studies, report mechanisms, presentation designs, and others)

F. Assessment

(describes attitudes, cognitive, and skill assessments)

ASSIGNMENT
PARTICIPATIVE LEARNING ACTIVITY
TEAM BASED PROJECT

Course :
Code of course :
Semester :
Lecturer :
Meeting :

A. Learning Objectives

(Describe the learning objectives set out in the participative study in the case study).

B. Sub-Learning Objectives

(Describe the Sub-learning objectives implemented)

C. Purpose

(Describe the purposes of the study case to be enforced)

D. Title of Case Studies

(Outlines case studies with selective cases should be conducted on purpose (impressively). Cases may be determined by the lecturer and/or students in the lecturer's direction, with subject issues may be people, environment, programs, processes, society or social units, products, and so on.

E. Mechanism of Learning Activity

(Contains case study procedure to be implemented, such as the requirements for case studies, report mechanisms, presentation designs, and others)

F. Assessment

(Describes attitudes, cognitive, and skill assessments)