



**HASANUDDIN UNIVERSITY  
FACULTY OF CULTURAL STUDIES  
ARABIC LITERATURE**

Document Code

**SEMESTER LEARNING PLAN**

| COURSE (MK)                   | CODE   | MK family   | WEIGHT (credits)                   |   |     |   | SEMESTER                 | Compilation Date |
|-------------------------------|--|---|------------------------------------|---|-----|---|--------------------------|------------------|
| Semiotics                     | 425F4112   | Culture   | T =                                | 2 | P = | 0 | V                        |                  |
| <b>AUTHORIZATION</b>          | <b>RPS developer</b>   |   | <b>RMK Coordinator</b>             |   |     |   | <b>Chairman of PRODI</b> |                  |
|                               | Dra. Sitti Wahidah Masnani,<br>M.Hum.  |   | Dra. Sitti Wahidah Masnani, M.Hum. |   |     |   | Haeruddin, SS, MA        |                  |
|                               | Dr. Andi Agussalim, M.Hum.   |   |                                    |   |     |   |                          |                  |
|                               |  |   |                                    |   |     |   |                          |                  |
|                               |  |   |                                    |   |     |   |                          |                  |
| <b>Learning Outcomes (CP)</b> | <b>CPL-PRODI charged to the MK</b>   |   |                                    |   |     |   |                          |                  |
|                               | CPL1   | Mastering cultural principles, institutional values as well as history and modern thinking of people in Arabic or other Middle Eastern speaking countries (GENERAL KNOWLEDGE) |                                    |   |     |   |                          |                  |
|                               | CPL2   | Able to adapt to the culture of Arabic speakers through written studies of literary and cultural works into their mother tongue (SPECIAL SKILLS)                              |                                    |   |     |   |                          |                  |
|                               | <b>Subject Learning Outcomes (CPMK)</b>  |   |                                    |   |     |   |                          |                  |
|                               | CPMK   |   |                                    |   |     |   |                          |                  |
|                               | <b>CPL -&gt; Sub-CPMK</b>  |   |                                    |   |     |   |                          |                  |
|                               | CPL1   | Mastering the basic concepts of semiotics according to experts  |                                    |   |     |   |                          |                  |
|                               | CPL1   | Mastering the concept of signs based on Ferdinand de Saussure's theory  |                                    |   |     |   |                          |                  |
|                               | CPL1   | Mastering the basic concepts of Pierce's semiotics  |                                    |   |     |   |                          |                  |
|                               | CPL1   | Mastering the basic concepts of Rolland Banthes semiotics   |                                    |   |     |   |                          |                  |
|                               | CPL1   | Mastering the basic concept of Eco semiotics  |                                    |   |     |   |                          |                  |
|                               | CPL2   | Able to apply Saussure semiotic theory in the context of Arabic language and cultural problems in Indonesia   |                                    |   |     |   |                          |                  |
|                               | CPL2   | Able to apply Pierce's theory of semiotics in the context of Arabic language and cultural problems in Indonesia   |                                    |   |     |   |                          |                  |
|                               | CPL2   | Able to apply Barthes' semiotic theory in the context of Arabic language and cultural problems in Indonesia   |                                    |   |     |   |                          |                  |
| CPL2                          | Able to apply eco semiotic theory in the context of Arabic language and cultural problems in Indonesia |   |                                    |   |     |   |                          |                  |

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|---|---|
| <b>Short Description<br/>MK</b>                 | This course discusses signs, how they work, and all their problems. Mastery of this material will make it easier to study problems related to symptoms.   |
| <b>Study Materials /<br/>Learning Materials</b> | Lecture Contract<br>Markers and Markers<br>Langage, Langue, and Parole<br>Sign, object, Interpretant<br>Qualisigh, sinsign, legisign<br>Icons, indexes, symbols<br>Rheme, Dicot sign or dicisign, argument<br>Signification<br>Denotation (meaning designation) and Connotation (additional meaning)<br>Metalanguage or Myth or Myth<br>Source (source), sender (transmitter), signal (signal), channel (channel), signal (signal), receiver (receiver), message (message), destination (destination)<br>Simton and Signals<br>Introduction to Semiotics<br>Imagination and Identity<br>The author in the semiotic model<br>Reader in semiotic model  |
| <b>References</b>                               | <b>Main:</b><br>Saussure, Ferdinand. 1988. Introduction to General Linguistics. Yogyakarta. Gajahmana Universiti Press<br>Ambarani, AS & Maharani Umayu, Nazia. TT. Semiotics, Theory, and Application in Literature, Semarang, IKIP PGRI Semarang Press<br>Hoed, Benny. 2008. Semiotics and Socio-Cultural Dynamics. Depok. Faculty of Cultural Sciences UI Depok.<br>Eco, Umberto. 2015. Semiotic Theory: Signification, Communication, and Sign Production Theory. Bantul. Discourse Creation<br>Chandler, Daniel. 2007. The Basics Semiotics. New York. Routledge<br>Pattinasarany, Sally. 1996. Basics of Semiotics. Jakarta. Department of Education and Culture<br><b>Supporters:</b><br>Sartini, Ni Wayan. TT. Theoretical Review of Semiotics. |
| <b>Pengampu Lecturer</b>                        | Dra. Sitti Wahidah Masnani, M.Hum.<br>Dr. Andi Agussalim, M.Hum.  |
| <b>Requirements<br/>Subject</b>                 |   |

| Course Requirements |  |   |   |   |   |  |   |    |
|---------------------|--|---|---|---|---|--|---|----|
| Week-               | Sub-CPMK (Final ability of each learning stage)                        | Assessment  |   | Learning Forms, Learning Methods, Student Assignments [Time Estimation] |   | Learning Materials [Library]   | Weight Rating (%)                                       |    |
|                     |  | Indicator   | Forms & Criteria  | Offline (offline)   | Online  |  |   |    |
| (1)                 | (2)  | (3)   | (4)   | (5)   | (6)   | (7)  | (8)   |    |
| 1 to 2              | Mastering the basic concepts of semiotics according to experts         | Be able to explain the definition of signs according to semiotic figures (Ferdinand de Saussure, Pierce, Roland Barthes, Umberto Eco) | 4 characters: 100, 3 characters: 75, 2 characters: 50, 1 character: 25.   | TM [(2x (2x50 ")]   | BM (2X2X60 minutes)   | Lecture Contract   Introduction to Semiotics   |   | 7  |
|                     |  |   |   | Form: Lecture   | Sikola -> Learning Flow -> Sub-SPMK 1 -> First and Second Meeting     | Saussure, Ferdinand. 1988. Introduction to General Linguistics. Yogyakarta. Gajah mana Universiti Press   Ambarani, AS & Maharani Umaya, Nazia. TT. Semiotics, Theory, and Application in Literature, Semarang, IKIP PGRI Semarang Press   Chandler, Daniel. 2007. The Basics Semiotics. New York. Routledge |   |    |
|                     |  |   | Test  | Method: Collaborative Learning  |   | PT (2X2X60 minutes)  | Sartini, Ni Wayan. TT. Theoretical Review of Semiotics. |    |
|                     |  |   |   |   |   | Sikola -> Task -> First Task   |   |    |
| 3 to 4              | Mastering the concept of signs based on Ferdinand de Saussure's theory | Able to explain the concept of signs according to Ferdinand de Saussure (Markers and Signs   Langage,                                 | 5 Mark components: 100, 4 mark components: 80, 3 mark components: 60, 2 mark components: 40, 1 mark component: 10 | TM [(2x (2x50 ")]   | BM (2X2X60 minutes)   | Markers and Markers, Langage, Langue, and Parole   |   | 10 |
|                     |  |   |   | Form: Lecture   | Sikola -> Learning Flow -> Sub-SPMK 2 -> Third Meeting and Earthquake | Saussure, Ferdinand. 1988. Introduction to General Linguistics. Yogyakarta. Gajah mana Universiti Press  |   |    |
|                     |  |   |   | Method: Small Group Discussion  |   |  |   |    |

|         |   |   |   |                                |   |   |    |
|---------|---|---|---|--------------------------------|---|---|----|
|         |   | Langue, and Parole   Synchronic and Diachronic   Syntax and Paradigmatik   language as a sign system)   | Test  | Method: Collaborative Learning | <b>PT (2X2X60 minutes)</b>  | Sartini, Ni<br>Wayan. TT. Theoretical Review of Semiotics.  |    |
| 5 to 7  | Mastering the basic concepts of Pierce's semiotics        | Be able to explain the concept of signs according to Pierce (Sign, Object, Interpretant   Qualisign, Sinsign, Legisign   Icons, indexes, symbols) | 3 Mark component: 100, 2 mark component: 66, 1 mark component: 33 | <b>TM [(3x (2x50 ")]</b>       | <b>BM (3X2X60 minutes)</b>  | Sign, object, Interpretant, Qualisign, sinsign, legisign, Icon, Index, Symbol   | 10 |
|         |   |   |   | Form: Lecture                  | Sikola -> Learning Flow -> Sub-SPMK 3 -> Meeting Fifth, Sixth, and Seventh    | Ambarani, AS & Maharani Umaya, Nazia. TT. Semiotics, Theory, and Application in Literature, Semarang, IKIP PGRI Semarang Press  |    |
|         |   |   | Test  | Method: Collaborative Learning | <b>PT (3X2X60 minutes)</b>  | Sikola -> Task -> Third Task  |    |
| 8 to 10 | Mastering the basic concepts of Rolland Banthes semiotics | Be able to explain the concept of signs according to Rolland Barthes (Denotation, Connotation, and Myth)  | 3 Component mark: 100, 2 component pins 66, 1 component pins: 33  | <b>TM [(3x (2x50 ")]</b>       | <b>BM (3X2X60 minutes)</b>  | Denotation (the meaning of the designation) and Connotation (additional meaning), Motos   Denotation (meaning designation) and Connotation (different meaning), Myth  | 10 |
|         |   |   |   | Form: Lecture                  | Sikola -> Learning Flow -> Sub-SPMK 4 -> The Eighth, Ninth, and Tenth Meeting | Saussure, Ferdinand. 1988. Introduction to General Linguistics. Yogyakarta. Gajahm ana Universiti Press   Hoed, Benny. 2008. Semiotics and Socio-Cultural Dynamics. Depok. Faculty of Cultural Sciences UI Depok. |    |
|         |   |   | Test  | Method: Collaborative Learning | <b>PT (3X2X60 minutes)</b>  | Sikola -> Task -> Third Task  |    |

|          |   |   |   |                                |   |   |    |
|----------|---|---|---|--------------------------------|---|---|----|
|          |   |   |   |                                | Sikola -> Task<br>-> Fourth Task  |   |    |
| 11 to 12 | Mastering the basic concept of Eco semiotics  | Be able to explain the concept of signs according to Umberto Eco (Source, transmitter, signal, channel, receiver, message, destination)   | 7 sign components: 100, 6 sign components: 90, 5 sign components: 75, 4 sign components : 60, 3 sign components: 50, 2 mark components 35, 1 sign component: 20 | <b>TM [(2x (2x50 ")]</b>       | <b>BM (2X2X60 minutes)</b>  | Source (source), sender (transmitter), signal (signal), channel (channel), signal (signal), receiver (receiver), message (message), destination (destination)                               | 10 |
|          |   |   |   | Form: Lecture                  | Sikola -> Learning Flow -> Sub-SPMK 5 -> The Eleventh and Twelfth Meeting | Eco, Umberto. 2015. <i>Semiotic Theory: Signification, Communication, and Sign Production</i> . Bantul. Discourse Creation  |    |
|          |   |   |   | Method: Small Group Discussion |   |   |    |
|          |   |   | Test  | Method: Collaborative Learning | <b>PT (2X2X60 minutes)</b>  | Sartini, Ni Wayan. TT. <i>Theoretical Review of Semiotics.</i>  |    |
| 13       | Able to apply Saussure semiotic theory in the context of Arabic language and cultural problems in Indonesia | Able to apply the concept of signs according to Ferdinand de Saussure (Markers and Signs   Langage, Langue, and Parole   Synchronic and Diachronic   Syntax and Paradikmatik   language as a sign system) in the problems of sign | 3 Mark component: 100, 2 mark component: 66, 1 mark component: 33   | <b>TM [(1x (2x50 ")]</b>       | <b>BM (1X2X60 minutes)</b>  | Markers and Markers   Langage, Langue, and Parole   | 13 |
|          |   |   |   | Form: Lecture                  | Sikola -> Learning Flow -> Sub-SPMK 6 -> Thirteenth Meeting               | Saussure, Ferdinand. 1988. <i>Introduction to General Linguistics</i> . Yogyakarta. Gajahm ana Universiti Press   Chandler, Daniel. 2007. <i>The Basics Semiotics</i> . New York. Routledge |    |
|          |   |   |   | Method: Contextual Learning    |   |   |    |
|          |   |   | Test  | Method: Small Group Discussion | <b>PT (1X2X60 minutes)</b>  | Sartini, Ni Wayan. TT. <i>Theoretical Review of Semiotics.</i>  |    |

|    |   |   |   |                                |   |   |    |
|----|---|---|---|--------------------------------|---|---|----|
|    |   | language, literature, and Arabic culture in society   |   |                                |   |   |    |
| 14 | Able to apply Pierce's semiotic theory in the context of Arabic language and cultural problems in Indonesia | Able to use the concept of signs according to Pierce (Sign, Object, Interpretant   Qualisign, Sinsign, Legisign   Icons, indexes, symbols) in the problems of sign language, literature, and Arabic culture in society. | 3 Mark component: 100, 2 mark component: 66, 1 mark component: 33 | TM [(1x (2x50 ")]              | BM (1X2X60 minutes)   | Sign, object, Interpretant   Icons, indexes, symbols   Rheme, Decent sign or design, argument                   | 15 |
|    |   |   |   | Form: Lecture                  | Sikola -> Learning Flow -> Sub-SPMK 7 -> The Fourteenth Meeting | Chandler, Daniel. 2007. The Basics Semiotics. New York. Routledge   |    |
|    |   |   | Method: Contextual Learning                                       |                                |   |   |    |
|    |   |   | Test  | Method: Small Group Discussion | PT (1X2X60 minutes)   | Sartini, Ni Wayan. TT. Theoretical Review of Semiotics.   |    |
| 15 | Able to apply Barthes' semiotic theory in the context of Arabic language and cultural problems in Indonesia | Able to use the concept of signs according to Rolland Barthes (Denotation, Connotation, and Myth) on the difficulties of sign language, literature, and Arabic culture in society.                                      | 3 Mark component: 100, 2 mark component: 66, 1 mark component: 33 | TM [(1x (2x50 ")]              | BM (1X2X60 minutes)   | Denotation (the meaning of the designation) and Connotation (additional meaning)   Metalanguage or Myth or Myth | 15 |
|    |   |   |   | Form: Lecture                  | Sikola -> Learning Flow -> Sub-SPMK 8 -> Fifteenth Meeting      | Hoed, Benny. 2008. Semiotics and Socio-Cultural Dynamics. Depok. Faculty of Cultural Sciences UI Depok.         |    |
|    |   |   | Method: Contextual Learning                                       |                                |   |   |    |
|    |   |   | Test  | Method: Small Group Discussion | PT (1X2X60 minutes)   | Sartini, Ni Wayan. TT. Theoretical Review of Semiotics.   |    |
|    |   |   |   |                                |   |   |    |
| 16 | Able to apply eco semiotic theory in  | Able to apply the concept of  | 7 sign components: 100,   | TM [(1x (2x50 ")]              | BM (1X2X60 minutes)   | Source (source), sender (transmitter), signal (signal), channel   | 10 |

|   |   |  |                                |  |  |
|---|---|--|--------------------------------|--|--|
| the context of Arabic language and cultural problems in Indonesia | signs according to Umberto Eco (Source, transmitter, signal, channel, receiver, message, destination) in the problems of sign language, literature, and Arabic culture in society | 6 sign components: 90, 5 sign components: 75, 4 sign components: 60, 3 sign components: 50, 2 mark components 35, 1 sign component: 20 |                                |  | (channel), signal (signal), receiver (receiver), message (message), destination (destination)                              |
|   |   |  | Form: Lecture                  | Sikola -> Learning Flow -> Sub-SPMK 9 -> Sixteenth Meeting | Eco, Umberto. 2015. <i>Semiotic Theory: Signification, Communication, and Sign Production</i> . Bantul. Discourse Creation |
|   |   | Test   | Method: Small Group Discussion | <b>PT (1X2X60 minutes)</b>                                 | Sartini, Ni Wayan. TT. <i>Theoretical Review of Semiotics</i> .  |

100

- 1 **Learning Outcomes of Graduates of PRODI (CPL-PRODI)** are abilities possessed by each PRODI graduate: the internalization of attitudes, mastery of knowledge and skills according to the level of the study program obtained through the learning process.
- 2 **The CPL charged on the course are some of the learning outcomes of the study program graduates (CPL-PRODI), which are used for the formation / development of a course that** consists of aspects of attitude, general skills, special skills, and knowledge.
- 3 **CP Course (CPMK)** is an ability specifically described from the CPL charged to a course and is specific to the study material or learning material for that course.
- 4 **Subject Sub-CP (Sub-CPMK)** is an ability described specifically from the CPMK that can be measured or observed. It is the final ability planned at each learning stage and specific to its learning material.
- 5 **Indicators of ability assessment** in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6 **Assessment criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that the review is consistent and unbiased. The requirements can be either quantitative or qualitative.
- 7 **Form of assessment:** test and non-test.
- 8 **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service, and other equivalent forms of learning.
- 9 **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project-Based Learning, and other equivalent methods.
- 10 **Learning Materials** are details or descriptions of the study material presented in the form of several subjects and sub-topics.

- 11 **The assessment's weight is the percentage of the assessment of each sub-CPMK achievement**, which is proportional to the difficulty level of achieving the sub-CPMK, and the total is 100%.
- 12 **TM** = Face to Face, **PT** = structured assignment, **BM** = independent study.