



HASANUDDIN UNIVERSITY
FACULTY OF CULTURAL STUDIES
ARABIC LITERATURE STUDY PROGRAM

Document Code

SEMESTER LEARNING PLAN (RPS)

COURSE (MK)	CODE	MK family	WEIGHT (credits) 2		SEMESTER	Compilation Date
Study of Arabic Prose 1	209F4112	Arabic literature	T = 2	P = 0	3	29 May 2019
AUTHORIZATION	RPS developer		RMK Coordinator		Head of Study Program	
Academic Senate	Zuhriah		Zuhriah		Haeruddin	
Department Head						
Learning Outcomes (CP)	CPL-PRODI charged to the MK					
	CPL 1	Ability to adopt the Arab cultural values through mastering the Arabic language				
	Achievement Learning Eye Study (CPMK)					
	CPMK 1	Having expertise, skills and theoretical abilities and in the field of Arabic, literature and culture to answer social humanitarian problems through linguistic, literary and cultural approaches within the scope of its horizons (CPL1)				
	CPMK 2	Researching and studying Arabic Literature (CPL1)				
	CPL => Sub-CPMK					
	CPL-1	Be able to present Arabic prose concepts and theories and their types (CPMK 1)				
	CPL-1	Being able to distinguish the type of prose Ignorance , because the emergence and characteristics that it has (CPMK 1)				
	CPL-2	Be able to identify each of the three things which are the similarities and differences between the types of prose in the sadr Islam and the prose of the Jahiliyyah period (CPMK 2)				
CPL-2	Being able to compare the prose period of Umayyads with prose times before . (CPMK 2)					
Short Description MK	Course is dropping participant eyes college has the ability to examine the various works of literary genres of prose Saudi based periodesasinya start period Jahiliyyah until Umayyads. The study is reviewed from various aspects such as themes, characteristics , goals and others . Eye course is a course that is expected to support the subjects of literature that other and become a prerequisite to program the eyes of college Study Prose Arabic 2.					

Study Materials / Learning Materials		Arabic Prose and Its Types					
		The prose of the Jahiliyah era					
		Prose for the Islamic Sadr Period					
		Prose Period Umayyad					
References		Main :					
		1. al- Farih , Abdul Aziz bin Ibrahim, et al 1994. Lineage of <i>Ta'lim al- Lughah al- Arabiyah al- Mustawa ats-tsalits al Adab</i> . Association al Da'wah wa at-Ta'lim : Jakarta					
		2. al- Jumbulati , Ali Muhammad, et al . 1977. <i>al- Adab al- Nusus</i> , Darun Nahdah : Egypt					
		3. Umam, Khatibul, 1993. "Characteristics of Literature in the Pre-Islamic Period and Afterwards". <i>Paper</i> at the National Seminar on Arabic and Islamic Literature. Jakarta: Arabic Studies Program Faculty of Arabic literature UI					
		Supporters :					
		1. Zuhriah. 2006. Arabic Prose Study Teaching Materials					
Pengampu Lecturer		Zuhriah , SS, M.Hum .					
Eyes Subject Terms		-					
Week	Sub-CPMK (Final ability of each learning stage)	Assessment		Forms of learning , methods Learning , Assignment Student [Estimated Time]		Learning Materials [Library]	Rating Weight (%)
		Indicator	Criteria & Form	Online	Offline (offline)		
1 to 2	Able to present Arabic prose concepts and theories and their types	The accuracy of the concept , the clarity of the description and examples are presented	10 = Exactly and clearly outlines the concept : Arabic prose , and types of Arabic prose with 5 references 7 = Menguraikan concept of the use of 3 references 5 = Menguraikan concept of the use of 2 references Shape : Performance Work	<ul style="list-style-type: none"> Sikola → Learning flow → Week 1 & 2 → Module 1 Reference related to week 1 & 2 material PT + BM [(2 + 2) x (2x60 ")] Task 1: Students read a minimum of five reference another addition to references that have been defined in the library , then make a report consisting of 500-1000 words that contain the theory / concept Prose Arabic and its type	Form : Lecture Method : Discussion + Discovery Learning TM [(2x (2x50 ")]	<ul style="list-style-type: none"> Introduction Course contract Arabic prose and its types [Main Library 1] [Supporting references 1]	10
3 to 7	Being able	The accuracy of the		<ul style="list-style-type: none"> Sikola → Learning flow → Pean 3 	Form : Lecture Method :	<ul style="list-style-type: none"> Al- Khitabah 	30

	to distinguish the type of prose Ignorance , because the emergence and characteristics that its	description , clarity of argument, suitability argument / 'arguments and examples are presented and the liveliness of the discussion .	30 = Right and clearly outlines five types of prose ignorance based on the cause of emergence , themes , and karakteristiknya 20 = Right and clearly outlines three types of prose ignorance based on the cause of emergence , themes , and karakteristiknya 10 = Right and clearly spell out one type of prose ignorance based on the cause of emergence , themes , and karakteristiknya Shape : Performance of work	to 7 →•Module 2 • References related to the material for Week 3 to 7 PT + BM [(5 + 5) x (2x60 ") Task 2: Participants analyze each kind of prose Ignorance of various aspects such as the causes of its appearance , its themes , its characteristics and others	Discussion Simulation TM [(5x (2x50 ")	• Al- Munafarah • Al- Washaya • Al- Hikam • Al- Matsal [Reader main 1,2,3] [Supporting references 1]	
8	Evaluation Mid-Term / Exam Mid Semester						
9 to12	Be able to identify each of the three things which are the similarities and differences between the types of prose during the sadr Islam and the types of prose during the Jahiliyah period.	The number of similarities and differences identified, the clarity and suitability of the description of the types of prose with the examples presented and the activeness of group members in the discussion	40 = equation and differences prose period beginning Islam with the period of ignorance is identified with clearly in the table is based on four aspects (causes , objectives , themes and characteristics) 30 = Similarities and differences prose period beginning Islam with the period of ignorance is identified with clearly in the table is based on three aspects of the 20 = Similarities and differences prose period beginning Islam with the period of ignorance is identified with clearly based on two aspects of the	• Sikola →•Learning flow →•Week 9 to 12 →•Module 3 • References related to the material for Week 9 to 12 PT + BM [(4 + 4) x (2x60 ") Task 3: Lecture participants make a table of the similarities and differences in the types of prose during the Sadr Islam era and the previous period from various aspects	Form : Lecture Method : Discussion TM [(4x (2x50 ")	• Al-Qur'an • Hadith • Al- Khitabah • Al- Kitabah [Reader main 1,2,3] [Supporting references 1]	40

			10 = similarities and differences prose period beginning Islam with the period of ignorance is identified with clearly in the table is based on one aspect alone				
			Shape : Performance Work				
13 to 15	Being able to compare the prose period of Umayyads with prose times before .	The number of aspects and items being compared, the accuracy of the description and the activeness of group members in the discussion.	20 = Comparison prose period of Umayyads with time previously identified with clearly in the table is based on four aspects (causes , objectives , themes and characteristics) 15 = Comparison prose period of Umayyads with time previously identified with clearly in the table is based on three aspects of the 10 = Comparison of prose period of Umayyads with time previously identified with clearly in the table is based on two aspects of the 5 = Comparison of prose period of Umayyads with time previously identified with clearly in the table is based on one aspect of the Shape : Performance Work	<ul style="list-style-type: none"> • Sikola →•Learning flow →•Week 13 & 15 →•Module 4 • References related to Week 13 & 15 material PT + BM [(3 + 3) x (2x60 ")] Task 4: Lecture participants make a comparison table of prose types from the Umayyad period and the previous period (Jahiliyah & Sadr Islam) from various aspects	Form : Lecture Method : Discussion) TM [(3x (2x50 ")]	<ul style="list-style-type: none"> • Al- Khitabah • Al- Risalah • Al- Tauqi'at [Reader main 1,2, 3] [Supporting references 1]	20
16	Final Semester Evaluation / Final Semester Examination						

Note :

1. **Learning Outcomes of Graduates of PRODI (CPL-PRODI)** are abilities possessed by each PRODI graduate which is 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 that is charged on the course** is some of the learning outcomes of the study program graduates (CPL-PRODI) which are used for the formation / development of a course which consists of aspects of attitude, general skills, special skills and knowledge.
3. **CP Course (CPMK)** is an ability that is specifically described from the CPL that is 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 that is described specifically from the CPMK that can be measured or observed and is the final ability planned at each learning stage, and is specific to the learning material of the course.
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 that are used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. The criteria can be either quantitative or qualitative.
7. **Form of assessment** : test and non- test .
8. **Form of learning** : Lecture , The response , tutorial, seminar or the equivalent , Practice , Practice Studio, Practice Workshop , Practice Fields , Research , Service To Community and / or forms of learning any other equivalent .
9. **Methods Study** : Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and methods of others who equivalent .
10. **Material Learning** is the details or a description of the material assessment that can be presented in the form of some of the principal and the sub- subject discussion .
11. **The weight of the assessment** 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 .