# WORKLOAD ASSESSMENT
## <<Javanese Reading>>

<< JAVANESE LANGUAGE AND LITERATURE EDUCATION>> STUDY PROGRAM FACULTY OF LANGUAGES AND ARTS UNIVERSITAS NEGERI SURABAYA

# WORKLOAD ASSESMENT

# <<Prof. Dr. Udjang Pairin, M.Pd.>>

# Academic Year 20XX/20XX

**Coordinator:**

<<Prof. Dr. Udjang Pairin, M.Pd.>>

**Team:**

<< Latif Nur Hasan, S.Pd., M. Pd.
Drs. Sugeng Adipitoyo, M.Si.
Dr. Surana, M.Hum.>>

## << JAVANESE LANGUAGE AND LITERATURE EDUCATION >> STUDY PROGRAM
## FACULTY OF LANGUAGES AND ARTS
## UNVERSITAS NEGERI SURABAYA

**CONTENTS**

A. Learning Activities Plan and Course Assessment

B. Calculation of Student Workload

Appendices:

1. Assessment Rubric

2. Course Activities Records

     a) Sample of Student Attendance

     b) Course Log Book

     c) Sample of Student Assignment

     d) Sample of Mid-term and End-term Tests

     e) Sample of Student's Answer to Assignment, Mid-term, and End-term Test

## A. Lesson Plan and Course Assessment

| | Universitas Negeri Surabaya<br>Faculty of Languages and Arts<br><< JAVANESE LANGUAGE AND LITERATURE<br>EDUCATION >> Study Program | Document Cod |
|---|---|---|
| UNESA<br>Universitas Negeri Surabaya | | |

| Lesson Plan | | | | | |
|---|---|---|---|---|---|
| COURSE | Code | Cluster | Credits | Semester | Compilation Date |
| <Javanese Reading> | < 8820202065 > | <Literatur> | 2 sks | Ganjil | 2021 |
| AUTHORIZATION | Lesson Plan Developer | Coordinator | | Head of Study Program | |
| | < Latif Nur Hasan, S.Pd., M. Pd. Drs. Sugeng Adipitoyo, M.Si. Dr. Surana, M.Hum > | < Prof. Dr. Udjang Pairin, M.Pd > | | <Dr. Surana, S.S., M.Hum> | |

| Program Learning Outcome (PLO) | PLO | |
|---|---|---|
| | PLO 5 | Skilled in the Javanese language verbally (listening and speaking) and writing (reading and writing Latin script and Javanese script) using the language rules and uploading the correct Javanese language; |
| | | |
| | | |
| | | |
| | | |
| | Course Learning Outcome (CLO) | |
| | CLO 1 | Making use of IT to collect, gather and process reading practice on Javanese and Roman letter type texts to improve the language ab and the implementation to improve reading competence in Javanese teaching and learning process at schools. |
| | CLO 2 | Mastering theoretical concepts about reading skill, and being able to formulate it to solve the problems to improve the competence Javanese teaching and learning process at school procedurally. |
| | CLO 3 | Making a strategic decision based on the data and information analysis, and providing guidance to choose the alternative solutions solve the problems in the problems in Javanese reading competence lesson at schools |
| | CLO 4 | Being responsible for their own work and team to solve the problems on in Javanese syntactic lesson about the grammar at schools. |

| | | | |
|---|---|---|---|
| **Course Description** | Learning and practicing reading skills on Javanese and Roman transcription to improve language ability and to implement it in the Javane teaching and learning at schools by utilizing IT responsibly. The subject's system provides the students with assignments, practices, discussion presentations, and reflections. | | |
| **Learning Materials/ Topics** | 1. Pengantar dan orientasi materi<br>2. Naskah: konsep naskah dan karakteristik<br>3. Jenis naskah dan sifatnya<br>4. Tulisan naskah dan latar budaya<br>5. Naskah bertulis-kan huruf Jawa dan Arab Pegon serta sifatnya<br>6. Analisis naskah 1,2,3,4,5,6, dan 7 | | |
| **References** | **Primary** | 1.<br>2.<br>3.<br>4. | Harjasujana, Ahmat S. dkk. 1988. Materi Pokok Membaca. Jakarta: Universitas Terbuka.<br>Tarigan, Henry Guntur. 2008. Membaca Sebagai Suatu ketrampilan Berbahasa. Bandung: Angkasa.<br>Sudarso. 1988. Membaca Cepat dan Efektif. Jakarta: Gramedia.<br>Basir, Udjang Pairin. 1997. Ketrampilan Membaca: Teori dan Penerapannya. Surabaya: University Press IKIP Surabaya. |
| | **Supplementary** | | 1. Rothbauer, P.M. and Cedeira Serantes, L. (2021), "Reading time: exploring the temporal experiences of reading", *Journal of Documentation*, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/JD-11-2020-0200<br>2. Frankel, K.K., Jaeger, E.L. and Pearson, P.D. (2013), "Embracing Complexity: Integrating Reading, Writing, and Learning in Intervention Settings", Ortlieb, E. and Cheek, E.H. (Ed.) *School-Based Interventions for Struggling Readers, K-8* (*Literacy Research, Practice and Evaluation, Vol. 3*), Emerald Group Publishing Limited, Bingley, pp. 3-20. https://doi.org/10.1108/S2048-0458(2013)0000003004<br>3. Kamhieh, C., Al Hameli, S., Al Hammadi, A., Al Hammadi, N., Nawfal, L., Al Zaabi, A. and Khalfan, K. (2011), "Becoming readers: our stories", *Education, Business and Society: Contemporary Middle Eastern Issues*, Vol. 4 No. 2, pp. 114-119. https://doi.org/10.1108/17537981111143846\\<br>4. European Psychiatry , Volume 64 , Special Issue S1: Abstracts of the 29th European Congress of Psychiatry , April 2021 , pp S224 DOI: https://doi.org/10.1192/j.eurpsy.2021.598<br>5. Journal of the Royal Asiatic Society , First View , pp. 1 – 3 DOI: https://doi.org/10.1017/S1356186321000444 |
| **Lecturer(s)** | | | |
| **Prerequisite** | | | |

| Meetings | Objectives* | Indicators | Materials** | Learning Strategy | Sources/ media | Time Allotment | Learning Experience |
|---|---|---|---|---|---|---|---|
| 1 | Understanding the direction of the orientation of the lecture material | Explain the direction of the orientation of the course material | Material introduction and orientation | Lectures, questions and answers, and discussions | Books 1,2,3,4 and handouts | 2 X 50 menit | Students can listen to the orientation of the course material |
| 2 | Understand script concepts and characteristics | Can explain script concepts and characteristics | Manuscripts: manuscript concepts and characteristics | Lectures, questions and answers, and discussions | Books 1,2,3,4 and handouts | 2 X 50 menit | Students can listen and discuss script concepts and characteristics |
| 3 | Understand the various types of manuscripts and their nature | Can explain the various types of manuscripts and their nature | Types of scripts and their nature | Lectures, questions and answers, and discussions | Books 1,2,3,4 and handouts | 2 X 50 menit | Students can listen and discuss various types of manuscripts and their characteristics |

| Meetings | Objectives* | Indicators | Materials** | Learning Strategy | Sources/ media | Time Allotment | Learning Experience |
|---|---|---|---|---|---|---|---|
| 4 | Understand script writing and cultural background | Can explain script writing and cultural background | Script writing and cultural background | Lectures, questions and answers, and discussions | Books 1,2,3,4 and handouts | 2 X 50 menit | Students can listen to and discuss written scripts and cultural backgrounds |
| 5-6-7 | Understand scripts written with Javanese and Arabic Pegon letters and their characteristics | Can explain manuscripts inscribed with Javanese and Arabic letters Pegon and their characteristics | The manuscript is written in Javanese and Arabic letters Pegon and their characteristics | Lectures, questions and answers, and discussions | Books 1,2,3,4 and handouts | 6 X 50 menit | Students can listen and discuss about manuscripts written in Javanese and Arabic letters Pegon and their characteristics |
| 8 | UTS | Ujian tengah semester | | | | | |
| 9-10-11-12 -13-14-15 | Understand the content of the manuscript being discussed | Can explain the content of the manuscript that is discussed critically | Analysis of manuscripts 1,2,3,4,5,6, and 7 | Presentation and discussion | Books 1,2,3,4, PPT and handouts | 14 X 50 menit | Students can Assignments, presentations, and discussions |
| 16 | Final test | | | | | | |

## B. Calculation of Student Workload

| Credit Unit (CU) | ECTS | Meeting Hours | Structured Assignments | Independent Study |
|---|---|---|---|---|
| 2 CU | 3.18 ects | 79,8 jam | 51,8 jam | 2 jam |

## APPENDICES

## APPENDIX 1 ASSESSMENT RUBRIC
## Course Assessment
### A. Assessment Rubric
#### 1) Attitudes/Affective Domain
In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

| Criteria | Score |
|---|---|
| Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in thecompletion of group assignment | $85 \leq SA \leq 100$ |
| Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; andoften participate in the completion of group assignment. | $70 \leq SA < 85$ |
| Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment. | $55 \leq SA < 70$ |
| Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment | $\leq SA < 55$ |

#### 2) Knowledge/Cognitive Domain
The students' knowledge is assessed through assignments (individual and group) and

tests (mid-term and End-term tests).

**a. Assignment Rubric**

The criteria of assignment according to Assignment Rubrics:

| No | Aspects | Max. Score |
|---|---|---|
| 1 | **Finding the financial data:**<br>a. Data collected from reputable source, i.e. IndonesianCapital Market (www.idx.co.id) (Excellent = 3, Good = 2, Fair = 1) | 3 |
| | **Finding the financial data:**<br>b. Financial data is an audited Annual Report for the observed:<br>(Excellent = 3, Good = 2, Fair = 1) | 3 |
| 2 | **Calculate data**<br>a. Choose the correct formula<br>(Excellent = 3, Good = 2, Fair = 1) | 3 |
| | **Calculate data**<br>b. Correct calculation and result<br>(Excellent = 3, Good = 2, Fair = 1) | 3 |
| 3 | **Description of the calculation result**<br>Make a description about the calculated result and explainthe meaning of the calculation result<br>(Excellent = 3, Good = 2, Fair = 1) | 3 |
| 4 | **Conclusion**<br>Make a conclusion including a suggestion for a better performance for the company according to the analysis<br>(Excellent = 3, Good = 2, Fair = 1) | 3 |
| 5 | **Assignment result paper**<br>a. Systematic report<br>(Excellent = 3, Good = 2, Fair = 1) | 3 |
| | **Assignment result paper**<br>b. Language use<br>(Excellent = 3, Good = 2, Fair = 1) | 3 |
| | **Assignment result paper**<br>c. Presentation<br>(Excellent = 3, Good = 2, Fair = 1) | 3 |

**b) Test (mid-term and End-term tests)**

The criteria of mid-term and End-term tests in this course are:

1. The ability to give answers correctly according to the key and rubrics;
2. The ability to provide robust argumentation according to theory;
3. The ability to provide systematic explanations; and

4.  The ability to apply the essential concepts in a particular situation comprehensively.

## B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

| Assessment Components | Percentage |
|---|---|
| Participation (including attitudes/affective) | 20% |
| Assignment | 30% |
| Mid-term test | 20% |
| End-term test | 30% |

### Scoring Conversion

| Scoring Interval (out of 100) | Point | Grade |
|---|---|---|
| $85 \leq NA \leq 100$ | 4.00 | A |
| $80 \leq NA < 85$ | 3.75 | A- |
| $75 \leq NA < 80$ | 3.50 | B+ |
| $70 \leq NA < 75$ | 3.00 | B |
| $65 \leq NA < 70$ | 2.75 | B- |
| $60 \leq NA < 65$ | 2.50 | C+ |
| $55 \leq NA < 60$ | 2.00 | C |
| $40 \leq NA < 55$ | 1.00 | D |
| $0 \leq NA < 40$ | 0 | E |

# APPENDIX 2 COURSE ACTIVITIES RECORDS

### a. Sample of Student Attendance

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**

**UNIVERSITAS NEGERI SURABAYA**

UNESA
Universitas Negeri Surabaya

Jl. Lidah Wetan, Surabaya – 60213
Telepon   :+6231-99424932
Faksimile :+6231-99424932
e-mail    :bakpk@unesa.ac.id

**PRESENSI KULIAH**
Periode 2017/2018 Gasal

Mata Kuliah : Membaca Jawa                          Dosen : Prof. Dr. Udjang Pairin, M.Pd.
Kelas       : 2016A
Prodi       : S1 Pendidikan Bahasa Dan Sastra Jawa

| No | NIM | Nama Mahasiswa | 1 23 Aug 17 | 2 29 Aug 17 | 3 05 Sep 17 | 4 12 Sep 17 | 5 19 Sep 17 | 6 26 Sep 17 | 7 03 Oct 17 | 8 10 Oct 17 | 9 17 Oct 17 | 10 24 Oct 17 | 11 31 Oct 17 | 12 07 Nov 17 | 13 14 Nov 17 | 14 21 Nov 17 | 15 28 Nov 17 | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | 16020114001 | EKA ROIKHATUL JANNAH | H | H | H | H | H | H | H | H | H | H | H | H | A | H | H | 93.3 % |
| 2. | 16020114002 | MUHAMMAD FAJAR ASSIDIQI | H | H | H | H | H | H | H | H | H | H | H | H | A | H | H | 93.3 % |
| 3. | 16020114003 | NOVI INDRIA WARDANI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 4. | 16020114004 | AZMI FAIZAL HAKIKI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 5. | 16020114005 | ANDRI SETIAWAN | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 6. | 16020114006 | AGUK EFENDI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 7. | 16020114007 | ANISA KARTIKO PUTRI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 8. | 16020114008 | SITI ZUROTUL FARIDA FITRIANA | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 9. | 16020114009 | IVAN AZARIYA IQBAL | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 10. | 16020114010 | ESTER RAHMANIA APRUL | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 11. | 16020114011 | MAULANI YULITA | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 12. | 16020114012 | SURYANI AYU LESTARI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 13. | 16020114013 | CICI HAFIDHATUL AFIFAH | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 14. | 16020114014 | NISA' AULIA | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 15. | 16020114015 | NOVITA HERIANTI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 16. | 16020114016 | MOHAMMAD SAIFUDDIN ZUHRI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 17. | 16020114017 | A'LATUL LAIYINAH | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 18. | 16020114018 | WIWIT KIKI ANDRIANI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 19. | 16020114019 | EVERYANA MURENDA | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 20. | 16020114020 | CITRA RAKHMANIA | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 21. | 16020114021 | ANWAR KHOLIS | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 22. | 16020114023 | HENI SINTIA PRATIWI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 23. | 16020114024 | ALLIA CANDRA SANTIKA | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 24. | 16020114025 | MIRNA APRILIA | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 25. | 16020114026 | ANNISATUL ZULAIKHA | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 26. | 16020114027 | DIANTI LUTFIANA ULFA | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 27. | 16020114028 | SITI WAIS ALQURNI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 28. | 16020114029 | IMRO'ATUL KHASANAH | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 29. | 16020114030 | MELA KUSUMA WARDHANI | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |
| 30. | 16020114031 | NOVIA SRI KHASNA AMANIAH | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | 100 % |

Tanda Tangan Dosen / Asisten

## b. Sample of Course Log Book

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

UNIVERSITAS NEGERI SURABAYA

**Kampus Ketintang**
Jalan Ketintang, Surabaya 60231
T: +6231-8293484
F: +6231-8293484
laman: unesa.ac.id
email : bakpk@unesa.ac.id

**Aktivitas Perkuliahan**

Nama Matakuliah : Membaca Jawa                    Dosen :        UDJANG PAIRIN (195706101984031003)

Kelas              : 2016A

Jadwal & Ruang   : T01.01.05 (08.40 - 10.20) R.

| No. | Tanggal | Pertemuan | Topik | Peserta | Status | Dosen | Kesesuaian | Saran |
|-----|---------|-----------|-------|---------|--------|-------|------------|-------|
| 1 | 23-08-2017 | Pertemuan ke 1 | Pengantar dan orientasi materi | 30 | Terjadwal | Udjang Pairin | | |
| 2 | 29-08-2017 | Pertemuan ke 2 | Naskah: konsep naskah dan karakteristik | 30 | Terjadwal | Udjang Pairin | | |
| 3 | 05-09-2017 | Pertemuan ke 3 | Jenis naskah dan sifatnya | 30 | Terjadwal | Udjang Pairin | | |
| 4 | 12-09-2017 | Pertemuan ke 4 | Tulisan naskah dan latar budaya | 30 | Terjadwal | Udjang Pairin | | |
| 5 | 19-09-2017 | Pertemuan ke 5 | Naskah bertulis-kan huruf Jawa dan Arab Pegon serta sifatnya | 30 | Terjadwal | Udjang Pairin | | |
| 6 | 26-09-2017 | Pertemuan ke 6 | Naskah bertulis-kan huruf Jawa dan Arab Pegon serta sifatnya (lanjutan) | 30 | Terjadwal | Udjang Pairin | | |
| 7 | 03-10-2017 | Pertemuan ke 7 | Materi lanjutan | 30 | Terjadwal | Udjang Pairin | | |
| 8 | 10-10-2017 | Pertemuan ke 8 | Berbagai praktik membaca teks beraksara Latin dan Jawa (UTS) | 30 | Terjadwal | Udjang Pairin | | |
| 9 | 17-10-2017 | Pertemuan ke 9 | Analisis naskah 1 | 30 | Terjadwal | Udjang Pairin | | |
| 10 | 24-10-2017 | Pertemuan ke 10 | Analisis naskah 2 | 30 | Terjadwal | Udjang Pairin | | |
| 11 | 31-10-2017 | Pertemuan ke 11 | Analisis naskah 3 | 30 | Terjadwal | Udjang Pairin | | |
| 12 | 07-11-2017 | Pertemuan ke 12 | Analisis naskah 4 | 30 | Terjadwal | Udjang Pairin | | |
| 13 | 14-11-2017 | Pertemuan ke 13 | Analisis naskah 5 | 28 | Terjadwal | Udjang Pairin | | |
| 14 | 21-11-2017 | Pertemuan ke 14 | Analisis naskah 6 | 30 | Terjadwal | Udjang Pairin | | |
| 15 | 28-11-2017 | Pertemuan ke 15 | Analisis naskah 7 | 30 | Terjadwal | Udjang Pairin | | |

c. **Sample of Assignment:**

**1. Panjenengan pados naskah Jawi**
**2. Naskah menika panjenengan waos**
**3. Panjenengan damel makalah asilipun maos naskah Jawi menika**
**4. Makalah menika dipunkempalaken wonten pj**

**MEMBACA JAWA**

**NASKAH ANGGER-ANGGER SURYA ALAM**

Dosen Pengampu:

Prof. Dr. Udjang Pairin, M.Pd.



Disusun oleh kelompok - :

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A. Pendahuluan

1. Latar belakang

- Peran naskah

  Angger-Angger Suryangalam adalah merupakan undang-undang resmi kerajaan Demak yang berisi mengenai ketentuan perdata, pidana, dan hukum acara yang bersumber pada tata hukum Islam. Bagi para pemerhati sejarah, kitab undang-undang ini memberi arti penting bagi studi historis hukum di Indonesia. Bagaimana tidak, dewasa ini banya kalangan yang dinilai sangat anti terhadap segala yang berbau syariat Islam hingga menimbulkan kesan seolah negara ini tak pernah diterapKan hukum Islam dan akan menimbulkan sebuah kekacauan. Padahal jika mau sedikIt menengok kebelakang ternyata pemberlakuan hukum Islam sudah pernah diterapkan.

- Status naskah

  Naskah angger-angger suryangalam termasuk dalam kategori naskah pribadi, yaitu kerajaan demak. Naskah angger-angger suryangalam saat ini, disimpan dan diiventariskan diperpustakaan di jawa tengah dan telah diwujudkan dalam bentuk media elektronik (PDF).

- Pilihan naskah

  Naskah ini ditulis oleh   pada tahun   naskah ini dipilih karena masih

### d. Sample of Mid-term Test



**UJIAN TENGAH SEMESTER GANJIL 2017/2018**

| | |
|---|---|
| **Mata Kuliah** | : Membaca Jawa |
| **Angkatan** | : 2016 A,B,C |
| **Kode Matakuliah/SKS** | : 2054212036/2 SKS |
| **Dosen Pengampu** | : Prof. Dr. Udjang Pairin, M.Pd. |
| **Hari Tanggal** | : Selasa, 17 Oktober 2017 |
| **Alokasi waktu** | : 100 Menit |

WACANEN KANG PATITIS TEKS NGISOR IKI!



A. Salinen teks ing dhuwur nganggo tulisan latin kang bener! (**bobot nilai 25**)

B. Jawab pitakonan kang cundhuk karo teks dhuwur! (**bobot nilai 15**)

1. Sapa sabenere Ibu Sumarti iku? (**bobot nilai 15**)
2. Apa sing ndadekake Ibu Sumarti awet tuwa? (**bobot nilai 15**)
3. Genaya panjenengane disenengi para muride? (**bobot nilai 15**)
4. Tumrap paraga (tokoh) aku, apa jasa kang tumanem saka gurune? (**bobot nilai 15**)
5. Tulis bebasan kang ana ing teks lan jelasna maknane. (**bobot nilai 15**)

Jawaban UTS A:

Guruku, idholaku.

Bu Sumarti guru senior. Guru pamulang ngandhasara nycabulusing klasnem, tumrap murid tumane ngelmu lan pamuji luhur mring siswane, priyayine wis yuswa, nanging isih katon bregas lan seger salirane. Bab tata lair, akeh kang kacelik, ora ngira nek panjenengane wis sepuh. Iku kabeh kagawa penggalih kang tansah ayem adhem arepa bayar cumpen lan pas pasan, kabare, taun ngarep wis, mlebu purna tugas.

Kanggone klas nem, bu Sumarti kalebu guru idhola, ditresnani para muride. Guruku sabar, tansah mesem, sopan, suma dulur, ngajeni, lan ora nate duka. Yen memulang tansah kawiwitan crita kang kabesut pituduh lan newarah urip, kayadene pokal kang alalan curang bakal tinemu apes, pinter di kaya ngapa nyenyimpen bathang, tundhone bakal kaganda ambune. Becik ketitik ala ketara, sing sapa nandur bakalan ngundhuh. Aku dhewe dadi wong, sasat pinecut lan kinomparan panejengane. Sekolah iku oboring kamulyan, mula ngelmu iku angel yen durung tinemu, nanging kang dilaku jujur lan greget tan kendhat ing dedunga, methi Kabul, gusti adil lan ora sare, mula sing sapa temen bakal tinemu lan sing sa tekun bakal tekan, wewarah kanga sung suwuk sembur. Bim salabim dadi, amin amin yarobbal ngalamin.

Jawaban UTS B 1:

Bu Sumarti yaiku guru senior. Guru pamulang ngandhasara nycabulusing klasnem, tumrap murid tumane ngelmu lan pamuji luhur mring siswane, priyayine wis yuswa, nanging isih katon bregas lan seger salirane. Bab tata lair, akeh kang kacelik, ora ngira nek panjenengane wis sepuh. Iku kabeh kagawa penggalih kang tansah ayem adhem arepa bayar cumpen lan pas pasan, kabare, taun ngarep wis, mlebu purna tugas.

Jawaban UTS B 2:

Bab tata lair, akeh kang kacelik

Jawaban UTS B 3:

Kanggone klas nem, bu Sumarti kalebu guru idhola, ditresnani para muride. Guruku sabar, tansah mesem, sopan, suma dulur, ngajeni, lan ora nate duka. Yen memulang tansah kawiwitan crita kang kabesut pituduh lan newarah urip

Jawaban UTS B 4:

Yen memulang tansah kawiwitan crita kang kabesut pituduh lan newarah urip, kayadene pokal kang alalan curang bakal tinemu apes, pinter di kaya ngapa nyenyimpen bathang, tundhone bakal kaganda ambune. Becik ketitik ala ketara, sing sapa nandur bakalan ngundhuh. Aku dhewe dadi wong, sasat pinecut lan kinomparan panejengane.

Jawaban UTS B 5:

Yen memulang tansah kawiwitan crita kang kabesut pituduh lan newarah urip, kayadene pokal kang alalan curang bakal tinemu apes, pinter di kaya ngapa nyenyimpen bathang, tundhone bakal kaganda ambune. Becik ketitik ala ketara, sing sapa nandur bakalan ngundhuh.

Sekolah iku oboring kamulyan, mula ngelmu iku angel yen durung tinemu, nanging kang dilaku jujur lan greget tan kendhat ing dedunga, methi Kabul, gusti adil lan ora sare, mula sing sapa temen bakal tinemu lan sing sa tekun bakal tekan, wewarah kanga sung suwuk sembur.

**Sample of End-term Test**



JURUSAN PENDIDIKAN BAHASA DAERAH
UJIAN AKHIR SEMESTER GGANJIL 2017/2018
FBS-UNESA

Mata Kuliah : Membaca Jawa 2016 (A, B, C)
Pembina : Udjang Pr. M. Basir

A. WACANEN TEKS AKSARA JAWA NGISOR IKI KANTHI TLITI, BANJUR SALIN (TRANSKRIP) NGANGGO AKSARA LATIN KANG BENER!
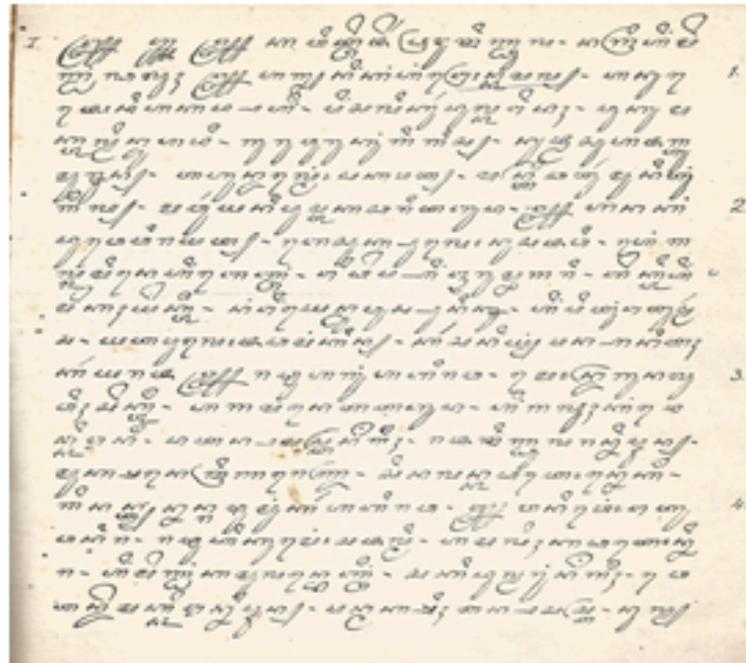


B. JAWAB PITAKONAN KANTHI SINGKAT LAN JELAS!

1. Teks naskah kasebut ndhuwur karakit mawi tembang. Jelasna jinise tembang lan dhasar argumentasine!
2. Kapan naskah kasebut katulis lan tahun pira? Jlentrehna jangkep nganggo data-data kang ana ing naskah!
3. Sapa Prabu Sindhula iku, ing endi kadhatone, lan ngrasuk agama apa? Jelasna kanthi sinartan kutipan data ing naskah!
4. Sasedane Prabu Sindhula, sapa kang ngganteni? Jelasna jeneng, karakter, arane kraton, lan papan panggonane.

Selamat Mengerjakan

Awite jer prabu gindhula, dagriling mendhagaluh. Agya ning kaanggon kamal, anujo diakad paing, peng salimur pulkangenah, wuku mak talwin duadi, guru wuru kunggigis, nujwa suajag tumurun, taun dal mong sakapat, mantra catu muni tunggal, mawuryani pustaka carita buda. Ada kang muwewirayat, besuk pulo dusa jawi, enggal lamine ing  benjang, ngidhep ing ngrerum nagari, bekti kang makah yengkting, dinging yen duwus puniku, ing pitungatus warsa, yata pulo jawa mikin, karsaniya nyapada ditah karya raja. Rata agung abirawa, mondraguna luwih sekti, agamane tata rupa, ing galuh kang den kithani, patan pasastra ninggih, raja sindhu aranipun, muksane sri narada, sinalan kadha toneking, ginantyang nan ratu iku mong sajalmi, amalih kadhatonnira, ing medhang kamulan benjing, sakidul warunggih, wetan demak kithanipun, pas wasih tanpa sastra, dulya.

Jawaban UAS 1:
Naskah kasebat jinise tembang macapat sinom
Guru gatrane : 9
Guru lagune : a,i,a,I,I,u,a,I,a
Guru wilangane : 8,8,8,87,8,7,8,12

Jawaban UAS 2:
Naskah kasebut katulis taun dal mongsakalpat mantra catu muni tunggal

Jawaban UAS 3:
Prabu sindhula yaiku moksane sri narada, kedatone ing medhang kamulan, agamane tata rupa.

Jawaban UAS 4:
ginantyang nan ratu iku mong sajalmi, amalih kadhatonnira, ing medhang kamulan benjing, sakidul warunggih, wetan demak kithanipun, pas wasih tanpa sastra, dulya.