



Universitas Negeri Surabaya
Faculty of Education,
Doctoral Study Program in Basic Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Indonesian Practical Study*	8602203010	Study Program Elective Courses	T=3	P=0	ECTS=7.56	2	July 14, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
PLO-5	Mastering the philosophy and learning methodology of basic education to produce learning innovations.
PLO-7	Able to develop or discover new scientific theories/conceptions/ideas to contribute to the development and practice of science and technology that are innovative and responsive to basic education needs.
PLO-11	Able to develop basic education learning models along with supporting devices that are innovative and responsive to students' learning needs, as well as accommodating developments in technology and information.

Program Objectives (PO)

PO - 1	CPMK 1 Develop knowledge to answer three scientific questions (ontology, epistemology and axiology) in language so as to obtain a comprehensive understanding.
PO - 2	CPMK 2 Examines the substance of the study of Indonesian as a field of study (subject) from the structure of the language and Indonesian language skills as well as the development of their implementation.
PO - 3	CPMK 3 Analyzes various paradigms in approaches to Indonesian language education as a basis for methodology and innovation in elementary school Indonesian language education and learning
PO - 4	CPMK 4 Manage and design research to solve elementary school Indonesian language education and learning problems based on the Indonesian language education and learning paradigm and the literacy needs of elementary school students

PLO-PO Matrix

P.O	PLO-3	PLO-5	PLO-7	PLO-11
PO-1		✓		
PO-2			✓	
PO-3				✓
PO-4	✓			

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✓	✓	✓													
PO-2				✓	✓	✓	✓									
PO-3								✓	✓	✓			✓	✓		
PO-4											✓	✓			✓	✓

Short Course Description This course examines the nature of language from the perspective of ontology, epistemology and axiology, and the implementation of the object of study as the substance of elementary school Indonesian language learning, accompanied by development and research related to elementary school Indonesian language education and learning for problem solving and learning innovation based on the context and learning needs in elementary school.

References Main :

1. 1. Bartlett, T. (2014) *Analysing Power in Language*, *Analysing Power in Language*. Routledge. doi:10.4324/9781315851938.
2. 2. Church, I.M. and Hartman, R.J. (2019) *The routledge handbook of the philosophy and psychology of luck*, *The Routledge Handbook of the Philosophy and Psychology of Luck*. Taylor and Francis. doi:10.4324/9781351258760.
3. 3. Driscoll, P., Macaro, E. and Swarbrick, A. (2014) *Debates in modern languages education*, *Debates in Modern Languages Education*. Taylor and Francis. doi:10.4324/9781315856551.
4. 4. Holloman, H. and Yates, P.H. (2013) *What do you say when...?: Best practice language for improving student behavior*, *What Do You Say When&?: Best Practice Language for Improving Student Behavior*. Taylor and Francis. doi:10.4324/9781315855165
5. 5. McCabe, A. (2021) *A Functional Linguistic Perspective on Developing Language*, *A Functional Linguistic Perspective on Developing Language*. Routledge. doi:10.4324/9780429462504.
6. 6. Patricia, F. (2019) *Applied Linguistics In The Real World*, *Applied Linguistics In The Real World*. Routledge. doi:10.4324/9780429032219.
7. 7. Russell, V. and Murphy-Judy, K. (2020) *Teaching Language Online*, *Teaching Language Online*. Routledge. doi:10.4324/9780429426483.
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10. 10. Simpson, P. and Mayr, A. (2009) *Language and Power: A Resource Book for Students*, *Language and Power: A Resource Book for Students*. Routledge Taylor & Francis Group. doi:10.4324/9780203867709.
11. 11. Slobin, D.I. (2017) *The Crosslinguistic Study of Language Acquisition*, *The Crosslinguistic Study of Language Acquisition*. Psychology Press. doi:10.4324/9781315802541.
12. 12. Steinberg, D.D., Nagata, H. and Aline, D.P. (2001) *Psycholinguistics: Language, Mind, and World*. Edinburgh Gate: Pearson Education Limited.
13. 13. Teng, M.F. (2020) *Language Learning Through Captioned Videos*, *Language Learning Through Captioned Videos*. Routledge. doi:10.4324/9780429264740.

Supporters:

1. 1. Hutchinson, R. (2019) *Japanese Culture Through Videogames*, *Japanese Culture Through Videogames*. Taylor and Francis. doi:10.4324/9780429025006.
2. 2. Lebowitz, J. and Klug, C. (2012) *Interactive storytelling for video games: A player-centered approach to creating memorable characters and stories*, *Interactive Storytelling for Video Games: A Player-Centered Approach to Creating Memorable Characters and Stories*. CRC Press. doi:10.4324/9780240817187.
3. 3. Petelin, R. (2021) *How Writing Works*, *How Writing Works*. Routledge. doi:10.4324/9781003179344.
4. 4. Sherman, H.J. (2014) *World Folklore for Storytellers: Tales of Wonder, Wisdom, Fools, and Heroes*, *World Folklore for Storytellers: Tales of Wonder, Wisdom, Fools, and Heroes*. Routledge. doi:10.4324/9781315698038.
5. 5. Toliver, S.R. (2021) *Recovering Black Storytelling in Qualitative Research*, *Recovering Black Storytelling in Qualitative Research*. Routledge. doi:10.4324/9781003159285.

Supporting lecturer

Prof. Dr. Wahyu Sukartiningsih, M.Pd.
Dr. Hendratno, M.Hum.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Identifying the Philosophy of Language and its influence in the study of the nature of language	1. Identifying ontology, epistemology and axiology of language 2. Discovering the influence and connection between language philosophy and the nature of language	Criteria: Performance and originality of ideas Form of Assessment : Participatory Activities	Discussion and demonstration of knowledge 3x50'	Discussion and demonstration of knowledge 3x50'	Material: 1. Ontology of language 2. Epistemology of language 3. Axiology of language 4. The nature of language based on the philosophical view of language References: 5. McCabe, A. (2021) <i>A Functional Linguistic Perspective on Developing Language</i> , <i>A Functional Linguistic Perspective on Developing Language</i> . Routledge. doi:10.4324/9780429462504.	4%
2	analyzing the structure of the Indonesian language and its development in the digital era	1. Examining the structure of the Indonesian language based on the nature of the language 2. Analyzing the development of the structure of the Indonesian language in the digital era	Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	Discussion and demonstration of knowledge 3x50'	Discussion and demonstration of knowledge 3x50'	Material: 1. Indonesian language structure based on the nature of the language 2. development of Indonesian language structure in the digital era References: 3. Driscoll, P., Macaro, E. and Swarbrick, A. (2014) <i>Debates in modern languages education</i> , <i>Debates in Modern Languages Education</i> . Taylor and Francis. doi:10.4324/9781315856551.	5%
3	Discover the relationship between language and thought and character	1. Finding the relationship between language and thought 2. Finding the relationship between language and character	Criteria: Performance and originality of ideas Form of Assessment : Participatory Activities, Practice/Performance	Discussion and demonstration of knowledge 3x50'	Discussion and demonstration of knowledge 3x50'	Material: 1. The relationship between language and thought 2. The relationship between language and character References: 5. McCabe, A. (2021) <i>A Functional Linguistic Perspective on Developing Language</i> , <i>A Functional Linguistic Perspective on Developing Language</i> . Routledge. doi:10.4324/9780429462504.	7%

4	Finding the influence of mastery of language structures on Indonesian language skills	Describe the influence of mastery of language structures on Indonesian language skills	Criteria: Performance and originality of ideas Form of Assessment : Portfolio Assessment, Practice / Performance	Discussion and demonstration of knowledge 3x50'	Discussion and demonstration of knowledge 3x50'	Material: The influence of language structure mastery on Indonesian language skills. Reference: 9. Sharpe, K. (2012) <i>Modern foreign languages in the primary school: The what, why and how of early MFL teaching, Modern Foreign Languages in the Primary School: The What, Why and How of Early MFL Teaching.</i> Taylor and Francis. doi:10.4324/9780203432662.	5%
5	Determining Approaches and Paradigms for Indonesian Language Education and Learning	Determining Approaches and Paradigms for Indonesian Language Education and Learning	Criteria: Performance and originality of ideas Form of Assessment : Portfolio Assessment	3x50' presentation	PRESENTATION 3x50'	Material: 1. Approach to Indonesian Language Education and Learning 2. Paradigm of Indonesian Language Education and Learning References: 10. Simpson, P. and Mayr, A. (2009) <i>Language and Power: A Resource Book for Students, Language and Power: A Resource Book for Students.</i> Routledge Taylor & Francis Group. doi:10.4324/9780203867709.	5%
6	Analyzing the Indonesian Language Learning Educational Approach in the Elementary School Curriculum	Analyzing the Indonesian Language Learning Educational Approach in the Elementary School Curriculum	Criteria: Performance and originality of ideas Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	discussion and presentation 3x50'	discussion and presentation 3x50'	Material: 1. Educational approaches and language learning 2. in the Indonesian Elementary School Curriculum Library: 9. Sharpe, K. (2012) <i>Modern foreign languages in the primary school: The what, why and how of early MFL teaching, Modern Foreign Languages in the Primary School: The What, Why and How of Early MFL Teaching.</i> Taylor and Francis. doi:10.4324/9780203432662.	3%
7	Implicating the Indonesian Language Education and Learning Approach in Education and Learning Methodology in Elementary Schools	1. Analyzing Indonesian Language Education and Learning Approaches in Education and Learning Methodologies in Elementary Schools 2. Implicating Indonesian Language Education and Learning Approaches in Education and Learning Methodologies in Elementary Schools	Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	3x50' presentation	3x50' presentation	Material: 1. Approach to Indonesian Language Education and Learning 2. Education and Learning Methodology in Elementary Schools Reference: 10. Simpson, P. and Mayr, A. (2009) <i>Language and Power: A Resource Book for Students, Language and Power: A Resource Book for Students.</i> Routledge Taylor & Francis Group. doi:10.4324/9780203867709.	5%
8	MIDTERM EXAM		Criteria: rubric Form of Assessment : Test	test			0%

9	Analyzing innovative Indonesian language learning designs in elementary schools	1. Analyze the theoretical basis of innovative Indonesian language learning design in elementary school 2. Describe the thinking framework for innovative Indonesian language learning design in elementary school 3. Carry out a critical analysis of theoretical weaknesses in innovative Indonesian language learning design in elementary school	Criteria: Performance and originality of ideas Form of Assessment : Project Results Assessment / Product Assessment	discussion and presentation 2x3x50'	discussion and presentation 2x3x50'	Material: 1. Skinner's conditioning theory 2. Bloom's cognitive taxonomy 3. Gagne's theory of meaningful learning 4. Thorndike's theory 5. Polya's theory 6. Piaget's theory 7. Radatz's theory 8. Creative construction theory 9. Whole language theory 10. Literacy balance References: Material: 1. Skinner's conditioning theory 2. Bloom's cognitive taxonomy 3. Gagne's theory of meaningful learning 4. Thorndike's theory 5. Polya's theory 6. Piaget's theory 7. Radatz's theory 8. Creative construction theory 9. Whole language theory 10. Literacy balance References: 5. McCabe, A. (2021) <i>A Functional Linguistic Perspective on Developing Language, A Functional Linguistic Perspective on Developing Language</i> . Routledge. doi:10.4324/9780429462504.	10%
10	Analyzing innovative Indonesian language learning designs in elementary schools	1. Analyze the theoretical basis of innovative Indonesian language learning design in elementary school 2. Describe the thinking framework for innovative Indonesian language learning design in elementary school 3. Carry out a critical analysis of theoretical weaknesses in innovative Indonesian language learning design in elementary school	Criteria: Performance and originality of ideas Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	discussion and presentation 3x50'	discussion and presentation 3x50'	Material: 1. Skinner's conditioning theory 2. Bloom's cognitive taxonomy 3. Gagne's theory of meaningful learning 4. Thorndike's theory 5. Polya's theory 6. Piaget's theory 7. Radatz's theory 8. Creative construction theory 9. Whole language theory 10. Literacy balance References: Material: 1. Skinner's conditioning theory 2. Bloom's cognitive taxonomy 3. Gagne's theory of meaningful learning 4. Thorndike's theory 5. Polya's theory 6. Piaget's theory 7. Radatz's theory 8. Creative construction theory 9. Whole language theory 10. Literacy balance References: 5. McCabe, A. (2021) <i>A Functional Linguistic Perspective on Developing Language, A Functional Linguistic Perspective on Developing Language</i> . Routledge. doi:10.4324/9780429462504.	5%
11	Analyzing the development and characteristics of Indonesian language and elementary school student literacy and the implications for elementary school Indonesian language learning design	1. Prepare a chapter report critical analysis of the development and characteristics of Indonesian language and elementary school student literacy and its implications in the design of elementary Indonesian language learning deductively and inductively 2. Present the results of the chapter report	Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment	3x50' presentation	3x50' presentation	Material: 1. Development and Characteristics of Elementary School Students' Indonesian Language 2. Elementary School Students' Literacy Skills 1. Elementary School Indonesian Language learning design deductively and inductively References: 4. Holloman, H. and Yates, PH (2013) <i>What do you say when...? : Best practice language for improving student behavior, What Do You Say When&?: Best Practice Language for Improving Student Behavior</i> . Taylor and Francis. doi:10.4324/9781315855165	5%

12	Analyzing the development and characteristics of Indonesian language and elementary school student literacy and the implications for elementary school Indonesian language learning design	1. Prepare a chapter report critical analysis of the development and characteristics of Indonesian language and elementary school student literacy and its implications in the design of elementary Indonesian language learning deductively and inductively 2. Present the results of the chapter report	Form of Assessment : Project Results Assessment / Product Assessment	3x50' presentation	3x50' presentation	Material: 1. Development and Characteristics of Elementary School Students' Indonesian Language 2, Elementary School Students' Literacy Skills 1. Elementary School Indonesian Language learning design deductively and inductively References: 4. Holloman, H. and Yates, PH (2013) <i>What do you say when...? : Best practice language for improving student behavior, What Do You Say When&?: Best Practice Language for Improving Student Behavior.</i> Taylor and Francis. doi:10.4324/9781315855165	10%
13	Finding a research design to solve problems in elementary school Indonesian language education and learning with an orientation towards theoretical content and philosophy of Indonesian language education and literacy development for elementary school students	1. Examining the research design for solving problems in elementary school Indonesian language education and learning with an orientation towards theoretical content Indonesian language education and learning 2. Analyzing the research design for elementary school student literacy development oriented towards theoretical content and philosophy Indonesian language education and learning	Criteria: Performance and originality of ideas Form of Assessment : Participatory Activities	3x50' research mini assignments	3x50' mini research assignment	Material: 1. Problems of Indonesian Language Learning from the perspective of theoretical content 2. Research design for elementary school student literacy development oriented to theoretical content and philosophy of Indonesian Language Education and learning References: 10. Simpson, P. and Mayr, A. (2009) <i>Language and Power: A Resource Book for Students, Language and Power: A Resource Book for Students.</i> Routledge Taylor & Francis Group. doi:10.4324/9780203867709.	10%
14	Finding a research design to solve problems in elementary school Indonesian language education and learning with an orientation towards theoretical content and philosophy of Indonesian language education and literacy development for elementary school students	1. Examining the research design for solving problems in elementary school Indonesian language education and learning with an orientation towards theoretical content Indonesian language education and learning 2. Analyzing the research design for elementary school student literacy development oriented towards theoretical content and philosophy Indonesian language education and learning	Criteria: Performance and originality of ideas Form of Assessment : Project Results Assessment / Product Assessment	3x50' research mini assignments	3x50' research mini assignments	Material: 1. Problems of Indonesian Language Learning from the perspective of theoretical content 2. Research design for elementary school student literacy development oriented to theoretical content and philosophy of Indonesian Language Education and learning References: 10. Simpson, P. and Mayr, A. (2009) <i>Language and Power: A Resource Book for Students, Language and Power: A Resource Book for Students.</i> Routledge Taylor & Francis Group. doi:10.4324/9780203867709.	10%

15	Finding a research design to solve problems in elementary school Indonesian language education and learning with an orientation towards theoretical content and philosophy of Indonesian language education and literacy development for elementary school students	1. Examining the research design for solving problems in elementary school Indonesian language education and learning with an orientation towards theoretical content Indonesian language education and learning 2. Analyzing the research design for elementary school student literacy development oriented towards theoretical content and philosophy Indonesian language education and learning	Criteria: Performance and originality of ideas Form of Assessment : Project Results Assessment / Product Assessment	3x50' research mini assignments	3x50' research mini assignments	Material: 1. Problems of Indonesian Language Learning from the perspective of theoretical content 2. Research design for elementary school student literacy development oriented to theoretical content and philosophy of Indonesian Language Education and learning References: 10. <i>Simpson, P. and Mayr, A. (2009) Language and Power: A Resource Book for Students, Language and Power: A Resource Book for Students. Routledge Taylor & Francis Group. doi:10.4324/9780203867709.</i>	10%
16	FINAL EXAMS		Form of Assessment : Test				5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.34%
2.	Project Results Assessment / Product Assessment	47.34%
3.	Portfolio Assessment	9.17%
4.	Practical Assessment	5.84%
5.	Practice / Performance	9.34%
6.	Test	5%
		99.03%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability 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.
- 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 assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.