



**Universitas Negeri Surabaya
Faculty of Education,
Basic Education Masters Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date											
Basic Concepts of Indonesian Elementary School	8612203040		T=3	P=0	ECTS=6.72	2	February 23, 2023											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator												
	Dr. Hendratno, M.Hum; Dr. Nurul Istiq'faroh, M.Pd.; Prof. Dr. Wahyu Sukartiningsih, M.Pd.; ; Dr. Heru Subrata, M.Si.		Dr. Hendratno, M.Hum			Neni Mariana, S.Pd., M.Sc., Ph.D.												
Learning model	Case Studies																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																	
	PLO-5	Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others																
	PLO-8	Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on practical or experimental analytical studies of information and data																
	PLO-9	Able to communicate the results of research and development of science and technology in innovative and creative learning in the field of basic education through publications published in national journals (minimum Sinta 4) or accepted in international journals																
	Program Objectives (PO)																	
	PO - 1	Implementing language science based on literacy, technology and ethnopedagogy within the scope of basic education.																
	PO - 2	Identifying School Environment-Based Approaches in Indonesian Language Learning in Elementary Schools																
	PO - 3	Explaining the Scientific Approach in Learning Indonesian in Elementary Schools																
	PO - 4	Observe, ask, collect, process and communicate information regarding GLS																
	PLO-PO Matrix																	
		P.O	PLO-5	PLO-8	PLO-9													
		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	Utilizing science and technology as a tool to help solve problems and communicate ideas through Indonesian. Master the basic concepts of Indonesian, be proficient in literacy and demonstrate the ability to express ideas effectively and efficiently. Make strategic decisions in using basic Indonesian language concepts based on the rules and situations in which they are used. Responsible for completing assignments, quizzes and tests related to basic Indonesian language concepts and their application.																	
References	Main :																	

1. Alwi, Hasan, dkk. 2003. Tata Bahasa Baku Bahasa Indonesia . Jakarta: Balai Pustaka. Badan Pembinaan dan Pengembangan Bahasa. 2012. Pedoman Umum Pembentukan Istilah. Jakarta. Badan Pembinaan dan Pengembangan Bahasa. 2014. Pedoman Umum Ejaan Yang Disempurnakan. Jakarta. Departemen Pendidikan dan Kebudayaan. 2000. Kamus Besar Bahasa Indonesia . Jakarta: Balai Pustaka. Ferdinand de Saussure. 1988. Pengantar Linguistik Umum . Yogyakarta: Gadjah Mada University Press. Halim, Amran. 1976. Politik Bahasa Nasional. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa. Kisyani-Laksono dkk. 2008. Membaca 2. Jakarta: Universitas Terbuka. Verhaar, J. W. M. 2004. Asas-asas Linguistik Umum . Yogyakarta: Gadjah Mada University Press. Zaenal Arifin dan Amran Tasai. 2009. Cermat Berbahasa Indonesia Jakarta: Akademika Pressindo. Badan Pembinaan dan Pengembangan Bahasa. 2017. Cerita Rakyat. Jakarta.
2. Hendratno, H., Yermiandhoko, Y., & Yasin, F. N. (2022). Development of Interactive Story Book For Ecoliteration Learning to Stimulate Reading Interest in Early Grade Students Elementary School. IJORER: International Journal of Recent Educational Research, 3(1), 11-31.
3. Badan Pembinaan dan Pengembangan Bahasa. 2013. Pedoman Umum Pembentukan Istilah. Jakarta.
4. Badan Pembinaan dan Pengembangan Bahasa. 2014. Pedoman Umum Ejaan Yang Disempurnakan. Jakarta.
5. Departemen Pendidikan dan Kebudayaan. 2015. Kamus Besar Bahasa Indonesia . Jakarta: Balai Pustaka.
6. Ferdinand de Saussure. 2018. Pengantar Linguistik Umum . Yogyakarta: Gadjah Mada University Press.
7. Halim, Amran. 2016. Politik Bahasa Nasional. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa.

Supporters:

1. Kisyani-Laksono dkk. 2018. Membaca 2. Jakarta: Universitas Terbuka.
2. Verhaar, J. W. M. 2014. Asas-asas Linguistik Umum . Yogyakarta: Gadjah Mada University Press.
3. Zaenal Arifin dan Amran Tasai. 2019. Cermat Berbahasa Indonesia Jakarta: Akademika Pressindo.
4. Badan Pembinaan dan Pengembangan Bahasa. 2017. Cerita Rakyat. Jakarta

Supporting lecturer
 Prof. Dr. H. Setya Yuwana, M.A.
 Prof. Dr. Wahyu Sukartiningsih, M.Pd.
 Dr. Hendratno, M.Hum.
 Dr. Nurul Istiq'faroh, M.Pd.

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 BI history	1. Explain the concept of language 2. Identify the history of BI	Criteria: 1.2: explanation of 2 characteristics is correct 2.1: explanation of 1 characteristic is correct 3.0: no correct explanation Form of Assessment : Participatory Activities	Explanations, questions and answers, discussions and assignments 3 X 50		Material: 1. Language concepts 2. History of BI Library: Ferdinand de Saussure. 2018. Introduction to General Linguistics. Yogyakarta: Gadjah Mada University Press.	0%
2	Identify the function and position of BI	1. Explain the function of BI. 2. Explain the position of BI	Criteria: 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50		Material: Function and position of BI Reader: Zaenal Arifin and Amran Tasai. 2019. Carefully Speak Indonesian Jakarta: Akademika Pressindo.	0%

3	Identify language laws, Indonesian flag	1. Explain the Language Law 2. Identify laws related to language	<p>Criteria:</p> <p>1.3: explanation of 3 characteristics is correct 2.2: explanation of 2 characteristics is correct 3.1: explanation of 1 characteristic is correct 4.0: no correct explanation</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 3 X 50		<p>Material: 1. Language Law 2. Laws relating to language Library: <i>Language Development and Development Agency. 2013. General Guidelines for Formation of Terms. Jakarta.</i></p>	0%
4	Identifying K13 SD	Explaining the language in the Merdeka Belajar Curriculum; Identifying languages in the Merdeka Belajar Curriculum	<p>Criteria:</p> <p>1.2: 2 differences are correct 2.1: true difference 3.0: No difference is correct</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 3 X 50		<p>Material: Language in the Independent Learning Curriculum Reader: <i>Zaenal Arifin and Amran Tasai. 2019. Carefully Speak Indonesian Jakarta: Akademika Pressindo.</i></p>	0%
5	Identifying the Readability of Elementary School Students' Books	Explaining the readability of elementary school students' books. Identifying the readability of elementary school students' books	<p>Criteria:</p> <p>1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 3 X 50		<p>Material: Readability of Elementary School Students' Books Reference: <i>Kisyani-Laksono et al. 2018. Reading 2. Jakarta: Open University.</i></p>	0%
6	Explaining the Scientific Approach in Learning Indonesian in Elementary Schools	Able to explain the characteristics of differentiated learning; Able to organize/design differentiated Indonesian language learning	<p>Criteria:</p> <p>1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	DI (Direct Instructions) 3 X 50 model		<p>Material: Differentiated Approach in Learning Indonesian in Elementary Schools Reference: <i>Hendratno, H., Yermiandhoko, Y., & Yasin, FN (2022). Development of Interactive Story Book For Ecoliteration Learning to Stimulate Reading Interest in Early Grade Elementary School Students. IJORER: International Journal of Recent Educational Research, 3(1), 11-31.</i></p>	0%

7	Identifying Indonesian Text-Based Learning in Elementary Schools	Explaining text-based learning	<p>Criteria:</p> <p>1.5: 5 things mentioned are true 2.4: 4 things mentioned are true 3.3: The 3 things mentioned are correct 4.2: The 2 things mentioned are correct 5.1:1 the thing mentioned is correct 6.0: nothing is true</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 3 X 50		<p>Material: Indonesian Text-Based Learning in Elementary Schools Reader: <i>Ferdinand de Saussure. 2018. Introduction to General Linguistics. Yogyakarta: Gadjah Mada University Press.</i></p>	0%
8	UTS		<p>Form of Assessment : Test</p>	3 X 50			0%
9	Identifying School Environment-Based Approaches in Indonesian Language Learning in Elementary Schools	<p>1.Explaining the School Environment-Based Approach in Learning Indonesian in Elementary Schools 2.Identifying School Environment-Based Approaches in Indonesian Language Learning in Elementary Schools</p>	<p>Criteria:</p> <p>1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 3 X 50		<p>Material: School Environment-Based Approach in Learning Indonesian in Elementary Schools Library: <i>Department of Education and Culture. 2015. Big Indonesian Dictionary. Jakarta: Balai Pustaka.</i></p>	0%
10	Identifying Experience-Based Approaches in Indonesian Language Learning in Elementary Schools	Explaining the Experience-Based Approach in Learning Indonesian in Elementary Schools	<p>Criteria:</p> <p>1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 3 X 50		<p>Material: Experience-Based Approach in Learning Indonesian in Primary Schools Library: <i>Language Development and Development Agency. 2013. General Guidelines for Formation of Terms. Jakarta.</i></p>	0%

11	Identifying Direct Learning in Indonesian Language Learning in Elementary Schools	1. Explaining Direct Learning in Indonesian Language Learning in Elementary Schools 2. Identifying Direct Learning in Indonesian Language Learning in Elementary Schools	<p>Criteria:</p> <p>1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 3 X 50		<p>Material: Direct Learning in Indonesian Language Learning in Elementary Schools Reader: <i>Zaenal Arifin and Amran Tasai. 2019. Carefully Speak Indonesian Jakarta: Akademika Pressindo.</i></p>	0%
12	Explaining Children's Literature Learning in Elementary Schools	Explaining Children's Literature Learning in Elementary Schools	<p>Criteria:</p> <p>1.2: explanation of 2 characteristics is correct 2.1: explanation of 1 characteristic is correct 3.0: no correct explanation</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 3 X 50		<p>Material: Explaining Children's Literature Learning in Primary Schools Library: <i>Language Development and Development Agency. 2017. Folklore. Jakarta</i></p>	0%
13	Identifying Indonesian Language Learning Media in Elementary Schools	Explaining Indonesian Language Learning Media in Elementary Schools	<p>Criteria:</p> <p>1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 3 X 50		<p>Material: Indonesian Language Learning Media in Elementary Schools Reference: <i>Hendratno, H., Yermiandhoko, Y., & Yasin, FN (2022). Development of Interactive Story Book For Ecoliteration Learning to Stimulate Reading Interest in Early Grade Elementary School Students. IJORER: International Journal of Recent Educational Research, 3(1), 11-31.</i></p>	0%
14	Explaining Evaluation Tools in Indonesian Language Learning in Elementary Schools	Explaining Evaluation Tools in Indonesian Language Learning in Elementary Schools	<p>Criteria:</p> <p>1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Explaining Evaluation Tools in Indonesian Language Learning in Elementary Schools 3 X 50		<p>Material: Evaluation Tools in Indonesian Language Learning in Elementary Schools Reader: <i>Zaenal Arifin and Amran Tasai. 2019. Carefully Speak Indonesian Jakarta: Akademika Pressindo.</i></p>	0%

15	Explaining GLS	Explaining GLS	Criteria: 1.3: explanation of 3 characteristics is correct 2.2: explanation of 2 characteristics is correct 3.1: explanation of 1 characteristic is correct 4.0: no correct explanation	Explanations, questions and answers, discussions and assignments 3 X 50		Material: GLS References: <i>Hendratno, H., Yermiandhoko, Y., & Yasin, FN (2022). Development of Interactive Story Book For Ecoliteration Learning to Stimulate Reading Interest in Early Grade Elementary School Students. IJORER: International Journal of Recent Educational Research, 3(1), 11-31.</i>	0%
16	UAS	UAS					0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.