



**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
Developer Buyerj. Idioms Indonesia in elementary school	8612202107		T=2 P=0 ECTS=4.48	2	February 2, 2023
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
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<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																		
	<b>PLO-5</b>	Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others																	
	<b>PLO-8</b>	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																	
	<b>PLO-10</b>	Able to develop science and technology in the field of basic education based on global literacy or professional practice through ethnopedagogy-based research to produce innovative and tested work																	
	<b>Program Objectives (PO)</b>																		
	<b>PO - 1</b>	Having extensive knowledge about the theory and practice of developing Indonesian language learning in elementary schools includes an understanding of the theory and practice of developing Indonesian language learning in elementary schools, including the application of appropriate curriculum and learning methods.																	
	<b>PO - 2</b>	Being able to design, implement and evaluate effective Indonesian language learning in elementary schools includes skills in designing, implementing and evaluating effective Indonesian language learning in elementary schools, including the use of appropriate learning resources and technology.																	
	<b>PO - 3</b>	Having a caring attitude towards cultural and linguistic differences in learning, including being able to design learning that is appropriate for students with different cultural and linguistic backgrounds.																	
	<b>PLO-PO Matrix</b>																		
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-5</th> <th style="width: 15%;">PLO-8</th> <th style="width: 15%;">PLO-10</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> </tr> </table>			P.O	PLO-5	PLO-8	PLO-10	PO-1				PO-2				PO-3		
P.O	PLO-5	PLO-8	PLO-10																
PO-1																			
PO-2																			
PO-3																			

<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																	
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																	

<b>Short Course Description</b>	The course on developing Indonesian language learning in elementary schools discusses the development of effective Indonesian language learning at the elementary school level. Students will learn the characteristics and basic principles of learning Indonesian, effective learning strategies, learning models that can be applied in elementary schools, as well as learning evaluation and corrective actions. Apart from that, students will also learn about selecting and evaluating Indonesian language teaching materials that suit the characteristics of elementary school students, as well as integrating cultural values in learning. This course also discusses the use of information and communication technology in learning Indonesian in the era of digitalization.
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<b>References</b>	<b>Main :</b>
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1. Andrews, L. (2006). *Language exploration and awareness: A resource book for teachers*. Psychology Press.
2. Bland, J. (2022). *Compelling stories for English language learners: Creativity, interculturality and critical literacy*. Bloomsbury Publishing.
3. Ibda, H. (2022). *Inovasi Pendidikan dan Pembelajaran Bahasa Indonesia Sekolah Dasar Era Digital*. CV. Pilar Nusantara.
4. Samsiyah, N., & SD, S. P. (2016). *Pembelajaran Bahasa Indonesia: Di Sekolah Dasar Kelas Tinggi*. CV. AE MEDIA GRAFIKA.
5. Ginting, M. B. (2020). *Buku Ajar Bahasa Indonesia Sekolah Dasar Kelas Rendah*. Penerbit Lakeisha.

**Supporters:**

1. Afifah, N., Kurniaman, O., & Noviana, E. (2022). Pengembangan Media Pembelajaran Interaktif Pada Pembelajaran Bahasa Indonesia Kelas Iii Sekolah Dasar. *Jurnal Kiprah Pendidikan*, 1(1), 33-42.
2. Nailiah, I. M., & Saputra, E. R. (2022). Pengembangan Media ICT Berbasis Video Animasi Pada Pembelajaran Bahasa Indonesia Di SD. *JIPD (Jurnal Inovasi Pendidikan Dasar)*, 6(1), 8-15.
3. Prasetyo, H., Mastiah, M., & Mardiana, M. (2022). Analisis Nilai Moral Dalam "Kumpulan Cerita Rakyat Suku Dayak Randuk" Dan Relevansinya Dengan Pembelajaran Bahasa Indonesia Di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 10(1), 64-74.
4. Hendratno, Yasin, F. N., & Istiq'faroh, N. (2023). Development of Textbook Based on Character Using Multimedia to Improve Critical Thinking Skills for Elementary School Students. *Studies in Learning and Teaching*, 4(1).

**Supporting lecturer**

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	Analyzing the main concepts in the development of Indonesian language learning in elementary schools.	1.1. Characteristics of Indonesian language learning in the 21st Century 2.2. Principles of learning Indonesian in elementary schools	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Cooperative learning, presentations, assignments, and project based learning		<b>Material:</b> Characteristics and principles of learning in elementary schools <b>Reference:</b> Andrews, L. (2006). <i>Language exploration and awareness: A resource book for teachers</i> . Psychology Press.	0%
2	Designing effective learning approaches, models and strategies to develop elementary school students' language skills, including listening, speaking, reading and writing skills.	1.1. Design an approach to learning Indonesian in elementary school 2.2. Designing an Indonesian language learning model in elementary school 3.3. Designing Indonesian language learning methods in elementary school 4.4. Designing Indonesian language learning strategies in elementary school	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Cooperative learning, presentations, assignments, and project based learning		<b>Material:</b> effective learning approaches, models and strategies to develop elementary school students' language skills, including listening, speaking, reading and writing skills. <b>References:</b> Ginting, MB (2020). <i>Indonesian Language Textbook for Lower Class Primary Schools</i> . Lakeisha Publishers.	0%

3	Designing effective learning approaches, models and strategies to develop elementary school students' language skills, including listening, speaking, reading and writing skills.	<p>1.1. Design an approach to learning Indonesian in elementary school</p> <p>2.2. Designing an Indonesian language learning model in elementary school</p> <p>3.3. Designing Indonesian language learning methods in elementary school</p> <p>4.4. Designing Indonesian language learning strategies in elementary school</p>	<p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative learning, presentations, assignments, and project based learning		<p><b>Material:</b> effective learning approaches, models and strategies to develop elementary school students' language skills, including listening, speaking, reading and writing skills. <b>References:</b> <i>Ginting, MB (2020). Indonesian Language Textbook for Lower Class Primary Schools. Lakeisha Publishers.</i></p>	0%
4	Utilizing information and communication technology in developing Indonesian language learning in elementary schools.	<p>1.1. Operate information and communication technology well to access Indonesian language learning resources such as e-books, learning videos, educational games, and other online learning resources</p> <p>2.2. Design and implement creative and interactive Indonesian language learning by utilizing information and communication technology such as creating interactive learning materials, learning videos and application-based learning activities.</p>	<p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative learning, presentations, assignments, and project based learning		<p><b>Material:</b> The role of information and communication technology in developing Indonesian language learning in elementary schools. <b>References:</b> <i>Nailiah, IM, &amp; Saputra, ER (2022). Development of ICT Media Based on Animation Videos in Indonesian Language Learning in Elementary Schools. JIPD (Journal of Basic Education Innovation), 6(1), 8-15.</i></p>	0%

5	Integrating cultural values in Indonesian language learning in elementary schools.	<p>1.1. Design and implement learning activities that integrate cultural values in Indonesian language learning, for example by selecting reading materials or regional songs to be discussed in class</p> <p>2.2. Understand and appreciate cultural values in learning Indonesian, for example by being able to identify cultural elements contained in stories or poetry discussed in class.</p>	<p><b>Criteria:</b> Participation, Assignments, UTS, UAS</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative learning, presentations, assignments, and project based learning		<p><b>Material:</b> Cultural values in learning Indonesian in elementary schools.</p> <p><b>References:</b> <i>Ibda, H. (2022). Educational Innovation and Indonesian Language Learning for Primary Schools in the Digital Era. CV. Pillars of the Archipelago.</i></p>	0%
6	Identifying factors that influence students' learning motivation in learning Indonesian, and being able to design strategies to increase that learning motivation	<p>1.1. Identify factors that influence students' learning motivation in learning Indonesian, such as students' interest in the subject, social support, learning environment, and previous learning experiences.</p> <p>2.2. Design and implement strategies to increase students' learning motivation in learning Indonesian, such as creating interesting learning activities, providing positive feedback, giving awards for learning achievements, and encouraging students to be actively involved in the learning process.</p>	<p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative learning, presentations, assignments, and project based learning		<p><b>Material:</b> factors that influence students' learning motivation in learning Indonesian.</p> <p><b>Reference:</b> <i>Bland, J. (2022). Compelling stories for English language learners: Creativity, interculturality and critical literacy. Bloomsbury Publishing.</i></p>	0%

7	Identifying challenges and opportunities in developing Indonesian language learning in the era of globalization and digitalization.	<p>1.1. Identify the challenges faced in developing Indonesian language learning in the era of globalization and digitalization, such as technological and cultural changes, changes in students' mindsets and learning styles, as well as global competition in the field of education.</p> <p>2.2. Design strategies to overcome challenges and take advantage of opportunities in developing Indonesian language learning in the era of globalization and digitalization</p>	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Cooperative learning, presentations, assignments, and project based learning		<b>Material:</b> Challenges and opportunities in developing Indonesian language learning in the era of globalization and digitalization. <b>References:</b> <i>Hendratno, Yasin, FN, &amp; Istiq'faroh, N. (2023). Development of Textbook Based on Character Using Multimedia to Improve Critical Thinking Skills for Elementary School Students. Studies in Learning and Teaching, 4(1).</i>	0%
8	UTS	UTS	<b>Criteria:</b> UTS 20%  <b>Form of Assessment :</b> Test				0%
9	Developing an Indonesian language learning assessment that is oriented towards elementary school students' language skills	<p>1.1. Design assessment instruments that are appropriate to the objectives of learning Indonesian and be able to use them to measure elementary school students' language skills, for example by using written or oral tests that cover various language aspects such as vocabulary, grammar and speaking skills.</p> <p>2.2. Analyze assessment results and develop learning strategies that suit student needs</p>	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Cooperative learning, presentations, assignments, and project based learning		<b>Material:</b> High class language learning assessment <b>Reference:</b> <i>Samsiyah, N., &amp; SD, SP (2016). Indonesian Language Learning: In High Class Primary Schools. CV. AE GRAPHIC MEDIA.</i>  <b>Material:</b> Low grade language assessment <b>Reference:</b> <i>Ginting, MB (2020). Indonesian Language Textbook for Lower Class Primary Schools. Lakeisha Publishers.</i>	0%

10	Identifying students' special needs in learning Indonesian, and being able to design learning strategies that suit these needs.	<p>1.1. Design learning strategies that suit students' special needs in learning Indonesian, such as adapting learning materials, using educational technology, and adapting teaching methods to suit student characteristics</p> <p>2.2. Identifying students' special needs in learning Indonesian, such as students with hearing impairments, reading difficulties, or difficulty speaking Indonesian</p>	<p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative learning, presentations, assignments, and project based learning		<p><b>Material:</b> Designing Indonesian language learning strategies that suit your needs.</p> <p><b>Reference:</b> <i>Ibda, H. (2022). Educational Innovation and Indonesian Language Learning for Primary Schools in the Digital Era. CV. Pillars of the Archipelago.</i></p>	0%
11	Identifying students' special needs in learning Indonesian, and being able to design learning strategies that suit these needs.	<p>1.1. Design learning strategies that suit students' special needs in learning Indonesian, such as adapting learning materials, using educational technology, and adapting teaching methods to suit student characteristics</p> <p>2.2. Identifying students' special needs in learning Indonesian, such as students with hearing impairments, reading difficulties, or difficulty speaking Indonesian</p>	<p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Cooperative learning, presentations, assignments, and project based learning		<p><b>Material:</b> Designing Indonesian language learning strategies that suit your needs.</p> <p><b>Reference:</b> <i>Ibda, H. (2022). Educational Innovation and Indonesian Language Learning for Primary Schools in the Digital Era. CV. Pillars of the Archipelago.</i></p>	0%
12	Conducting field research related to Indonesian language learning in elementary schools	<p>1.1. Identify problematic problems in learning Indonesian in elementary school</p> <p>2.2. Identify the design of learning tools that have been created for elementary school Indonesian language learning</p>	<p><b>Form of Assessment :</b> Practice / Performance</p>	Outdoor learning		<p><b>Material:</b> Field practice</p> <p><b>References:</b> <i>Ibda, H. (2022). Educational Innovation and Indonesian Language Learning for Primary Schools in the Digital Era. CV. Pillars of the Archipelago.</i></p>	0%

13	Evaluate the effectiveness of Indonesian language learning in elementary schools, and take corrective action and adjustments to the learning process carried out.	Analyze evaluation results and take corrective action and adjustments to the learning process carried out, such as revising the curriculum, adapting teaching methods, or providing effective feedback to students	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Cooperative learning, presentations, assignments, and project based learning		<b>Material:</b> Effectiveness of Indonesian language learning at SD <b>Pustaka:</b> <i>Ibda, H. (2022). Educational Innovation and Indonesian Language Learning for Primary Schools in the Digital Era. CV. Pillars of the Archipelago.</i>	0%
14	Compile the results of research on Indonesian language learning in elementary schools	Compile the results of research on Indonesian language learning in elementary schools	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Cooperative learning, presentations, assignments, and project based learning		<b>Material:</b> Preparing a research report <b>References:</b> <i>Hendratno, Yasin, FN, &amp; Istiq'aroh, N. (2023). Development of Textbook Based on Character Using Multimedia to Improve Critical Thinking Skills for Elementary School Students. Studies in Learning and Teaching, 4(1).</i>	0%
15	Publish research results on Indonesian language learning in elementary schools in national or international journals	Publish research results on Indonesian language learning in elementary schools in national or international journals	<b>Criteria:</b> Participation :20% Assignments :30% UTS: 20% UAS: 30% <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Cooperative learning, presentations, assignments, and project based learning		<b>Material:</b> Publication of articles resulting from research on Indonesian language learning in elementary school in national or international journals <b>Library:</b> <i>Prasetyo, H., Mastiah, M., &amp; Mardiana, M. (2022). Analysis of Moral Values in "Collection of Folk Tales of the Randuk Dayak Tribe" and Their Relevance to Indonesian Language Learning in Elementary Schools. Journal of Elementary Education, 10(1), 64-74.</i>	0%
16	UAS	UAS	<b>Form of Assessment :</b> Test				0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
		0%

## Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
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 assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms 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/or 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 study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.