



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
Sustainable Ethnopedagogy in Elementary Education	8612203627	Compulsory Study Program Subjects	T=3	P=0	ECTS=6.72	1	August 10, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ari Metalin Ika Puspita, S.Pd.SD., M.Pd Ganes Gunansyah, M.Pd. Neni Mariana, S.Pd., M.Sc., Ph.D.		Dr. Ari Metalin Ika Puspita, S.Pd.SD., M.Pd			Neni Mariana, S.Pd., M.Sc., Ph.D.	

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

Program Objectives (PO)

PO - 1	CPMK-3 Explore and interpret socio-cultural practices based on ethnopedagogy which are connected to the local context of sustainable communities.
PO - 2	CPMK-4 Demonstrate an attitude of inclusiveness, openness and empathy in the diversity of cultures, views and beliefs, reflectively oriented towards sustainable communities.
PO - 3	CPMK-7 Making decisions in implementing socio-cultural value practices through practical analysis of the context of sustainable communities.
PO - 4	CPMK-9 Analyzes socio-cultural practices through a sustainable community context into basic education innovations that are linked across scientific fields.

PLO-PO Matrix

	<table border="1"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

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

	<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	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																
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Short Course Description This course is able to explore, interpret, and connect socio-cultural practices based on ethnopedagogy which are connected to the context of sustainable communities. The activities in this course are designed to provide critical reflective analysis on the application of socio-cultural value practices in learning in basic education. This course is expected to provide an understanding of ethnopedagogical practices combined with a critical understanding of sustainable SDG principles. The approach to this course uses case studies of ethnopedagogical practices in elementary education by looking at the showcase portfolio rubric.

References **Main :**

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1. Alwasilah, A. Chaedar, dkk. 2009. *Etnopedagogi: Landasan Praktek dan Pendidikan Guru*. Bandung : PT Kiblat Buku Utama
2. Brush, S. B., & Stabinsky, D. (1996). *Valuing Local Knowledge: Indigenous People and Intellectual Property Rights*. Island Press, 1718 Connecticut Ave., NW, Suite 300, Washington, DC 20009
3. Taber, C. R. (1970). "Ethno-Pedagogy": A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns.
4. Sándor, I. (2019). Ethnopedagogy: The term and content. *Acta Educationis Generalis*, 9(3), 105-117.
5. Gunansyah, G., Mariana, N., Suprayitno, Sari, R.N., Khorioh, I. (2018). *Etnopedagogi: Kajian Lintas Bidang Studi di Pendidikan Dasar*. Sidoarjo: Zifatama Jawaara.
6. Studies in ethnoscience 1. *American Anthropologist*, 66(3), 99-131.
7. D'Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics. *For the learning of Mathematics*, 5(1), 44-48.
8. Rosa, M., D'Ambrosio, U., Orey, D. C., Shirley, L., Alanguí, W. V., Palhares, P., ... & D'Ambrosio, U. (2016). An overview of the history of ethnomathematics. Current and future perspectives of ethnomathematics as a program, 5-10.
9. Pais, A. (2011). Criticisms and contradictions of ethnomathematics. *Educational studies in mathematics*, 76, 209-230.
10. Andreou, N. (2020). Towards a Generation of Sustainability Leaders: Eco-Schools as a Global Green Schools Movement for Transformative Education. In *Green Schools Globally* (pp. 31-45). Springer, Cham.
11. Freire, P. (2021). *Pedagogy of hope: Reliving pedagogy of the oppressed*. Bloomsbury Publishing.
12. Melling, A., & Pilkington, R. (Eds.). (2018). *Paulo Freire and Transformative Education: Changing Lives and Transforming Communities*. Springer.

Supporters:

1. UNESCO. (2016). *Education for people and planet: Creating sustainable futures for all*. <https://en.unesco.org/gem-report/report/2016/education-people-and-planet-creating-sustainable-futures-all>
2. UNESCO. (2017). *Education for sustainable development goals*. <https://www.sdg4-education2030.org/education-sustainable-development-goals-learning-objectivesunesco-2017>
3. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

Supporting lecturer

Prof. Dr. Suryanti, M.Pd.
 Prof. Dr. Wahono Widodo, M.Si.
 Prof. Nadi Suprpto, S.Pd., M.Pd., Ph.D.
 Neni Mariana, S.Pd., M.Sc., Ph.D.
 Dr. Ari Metalin Ika Puspita, S.Pd.SD., 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	philosophical, theoretical and practical ethnopedagogy connected with a socio-cultural environmental perspective to explore the context and reflection of socio-cultural practices in local communities.	1.1. Map the philosophical, theoretical and practical foundations of ethnopedagogy which are connected to social and cultural aspects 2.2. Map the philosophical, theoretical and practical foundations of ethnopedagogy which are connected to media and digital aspects 3.3. Integrate the philosophical, theoretical and practical foundations of ethnopedagogy in learning in basic education 4.4. Connecting the philosophical, theoretical and practical foundations of ethnopedagogy in learning and its implications in basic education 5.5. Summarize the philosophical, theoretical and practical foundations of ethnopedagogy	Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric Form of Assessment : Participatory Activities	Discussion , observation , and presentation (3	Synchronous : Zoom Meeting (3	Material: Philosophical foundations, foundations and praxis of ethnopedagogy in learning in basic education References: 1. <i>Alwasilah, A. Chaedar, et al. 2009. Ethnopedagogy: Foundations of Practice and Teacher Education. Bandung: PT Qibla Buku Utama</i> Material: Philosophical foundations, foundations and praxis of ethnopedagogy in learning in basic education References: 5. <i>Gunansyah, G., Mariana, N., Suprayitno, Sari, RN, Khorioh, I. (2018). Ethnopedagogy: Cross-Field Study in Basic Education. Sidoarjo: Zifatama Champion.</i>	5%

2	philosophical, theoretical and practical ethnopedagogy connected with a socio-cultural environmental perspective to explore the context and reflection of socio-cultural practices in local communities.	<p>1.1. Map the philosophical, theoretical and practical foundations of ethnopedagogy which are connected to social and cultural aspects</p> <p>2.2. Map the philosophical, theoretical and practical foundations of ethnopedagogy which are connected to media and digital aspects</p> <p>3.3. Integrate the philosophical, theoretical and practical foundations of ethnopedagogy in learning in basic education</p> <p>4.4. Connecting the philosophical, theoretical and practical foundations of ethnopedagogy in learning and its implications in basic education</p> <p>5.5. Summarize the philosophical, theoretical and practical foundations of ethnopedagogy</p>	<p>Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion , observation , and presentation (3	Synchronous : Zoom Meeting (3	<p>Material: Philosophical foundations, foundations and praxis of ethnopedagogy in learning in basic education References: 1. Alwasilah, A. Chaedar, et al. 2009. <i>Ethnopedagogy: Foundations of Practice and Teacher Education</i>. Bandung: PT Qibla Buku Utama</p> <hr/> <p>Material: Philosophical foundations, foundations and praxis of ethnopedagogy in learning in basic education References: 5. Gunansyah, G., Mariana, N., Suprayitno, Sari, RN, Khorioh, I. (2018). <i>Ethnopedagogy: Cross-Field Study in Basic Education</i>. Sidoarjo: Zifatama Champion.</p>	2%
3	Analyzing the foundation and orientation of sustainable education from an environmental perspective in terms of social, cultural, media and digital aspects to interpret the context of socio-cultural practices associated with sustainable living.	<p>1.1. Map the foundations and theories of sustainable education which are connected to social and cultural aspects</p> <p>2.2. Map educational foundations and theories related to media and digital aspects</p> <p>3.3. Integrate the foundations and theories of sustainable education in learning in basic education</p> <p>4.4. Connecting educational foundations and theories to learning and their implications in basic education</p> <p>5.5. Summarize the philosophical, theoretical and practical foundations of ethnopedagogy</p>	<p>Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	<p>Material: foundations and theories of education References: 3. Taber, CR (1970). "Ethno-Pedagogy": A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns.</p> <hr/> <p>Material: foundations and theories of education Bibliography: 5. Gunansyah, G., Mariana, N., Suprayitno, Sari, RN, Khorioh, I. (2018). <i>Ethnopedagogy: Cross-Field Study in Basic Education</i>. Sidoarjo: Zifatama Champion.</p>	2%
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5	Evaluating sustainable and transformative educational praxis analytics in curriculum and learning reviews in basic education.	<p>1.1. Reflect local culture in the context of continuing education</p> <p>2.2. Evaluate local culture in the context of continuing education</p>	<p>Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	<p>Material: Sustainable and transformative educational praxis. References: 2. Brush, SB, & Stabinsky, D. (1996). <i>Valuing Local Knowledge: Indigenous People and Intellectual Property Rights</i>. Island Press, 1718 Connecticut Ave., NW, Suite 300, Washington, DC 20009</p> <p>Material: Continuous and transformative education praxis References: 3. Taber, CR (1970). "Ethno-Pedagogy": A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns.</p> <p>Material: Sustainable and transformative education praxis References: 4. Sándor, I. (2019). <i>Ethnopedagogy: The terms and content</i>. <i>Acta Educationis Generalis</i>, 9(3), 105-117.</p> <p>Material: Practical sustainable and transformative education References: 1. UNESCO. (2016). <i>Education for people and planet: Creating sustainable futures for all</i>. https://en.unesco.org/...</p>	4%
6	Evaluating sustainable and transformative educational praxis analytics in curriculum and learning reviews in basic education.	<p>1.1. Reflect local culture in the context of continuing education</p> <p>2.2. Evaluate local culture in the context of continuing education</p>	<p>Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	<p>Material: Sustainable and transformative educational praxis. References: 2. Brush, SB, & Stabinsky, D. (1996). <i>Valuing Local Knowledge: Indigenous People and Intellectual Property Rights</i>. Island Press, 1718 Connecticut Ave., NW, Suite 300, Washington, DC 20009</p> <p>Material: Continuous and transformative education praxis References: 3. Taber, CR (1970). "Ethno-Pedagogy": A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns.</p> <p>Material: Sustainable and transformative education praxis References: 4. Sándor, I. (2019). <i>Ethnopedagogy: The terms and content</i>. <i>Acta Educationis Generalis</i>, 9(3), 105-117.</p> <p>Material: Practical sustainable and transformative education References: 1. UNESCO. (2016). <i>Education for people and planet: Creating sustainable futures for all</i>. https://en.unesco.org/...</p>	5%

7	Evaluating sustainable and transformative educational praxis analytics in curriculum and learning reviews in basic education.	<p>1.1. Reflect local culture in the context of continuing education</p> <p>2.2. Evaluate local culture in the context of continuing education</p>	<p>Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	<p>Material: Sustainable and transformative educational praxis. References: 2. <i>Brush, SB, & Stabinsky, D. (1996). Valuing Local Knowledge: Indigenous People and Intellectual Property Rights. Island Press, 1718 Connecticut Ave., NW, Suite 300, Washington, DC 20009</i></p> <p>Material: Continuous and transformative education praxis References: 3. <i>Taber, CR (1970). "Ethno-Pedagogy": A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns.</i></p> <p>Material: Sustainable and transformative education praxis References: 4. <i>Sándor, I. (2019). Ethnopedagogy: The terms and content. Acta Educationis Generalis, 9(3), 105-117.</i></p> <p>Material: Practical sustainable and transformative education References: 1. <i>UNESCO. (2016). Education for people and planet: Creating sustainable futures for all. https://en.unesco.org/...</i></p>	5%
8	<p>1.Analyzing the philosophical, theoretical and practical foundations of ethnopedagogy connected with a socio-cultural environmental perspective to explore the context and reflection of socio-cultural practices in local communities.</p> <p>2.Analyzing the foundation and orientation of sustainable education from an environmental perspective in terms of social, cultural, media and digital aspects to interpret the context of socio-cultural practices associated with sustainable living.</p> <p>3.Evaluating sustainable and transformative educational praxis analytics in curriculum and learning reviews in basic education.</p>	attached	<p>Criteria: Assessment Form: Test</p> <p>Form of Assessment : Test</p>	Midterm Exam: 3 x 50 Tests	Midterm Exam: 3 x 50 Tests	<p>Material: Philosophical foundations, foundations and praxis of ethnopedagogy in learning in basic education References: 1. <i>Alwasilah, A. Chaedar, et al. 2009. Ethnopedagogy: Foundations of Practice and Teacher Education. Bandung: PT Qibla Buku Utama</i></p> <p>Material: SDG'S References: 1. <i>UNESCO. (2016). Education for people and planet: Creating sustainable futures for all. https://en.unesco.org/...</i></p>	10%

9	Analyzing cross-disciplinary relationships in ethnopedagogical learning practices in basic education (including ethnoscience, ethnomathematics, ethnolinguistics, ethnosocial, ethnomusicology, etc.)	<p>1.1. reflect cultural activities or local wisdom in a particular community.</p> <p>2.2. analyze activities and cultural contexts related to science/language/social/arts etc.</p>	<p>Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	<p>Material: Ethnoscience, Ethnosocial, and ethnolinguistics Bibliography: 2. <i>Brush, SB, & Stabinsky, D. (1996). Valuing Local Knowledge: Indigenous People and Intellectual Property Rights. Island Press, 1718 Connecticut Ave., NW, Suite 300, Washington, DC 20009</i></p> <p>Material: Ethnoscience, Ethnosocial, and ethnolinguistics Bibliography: 7. <i>D'Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics. For the learning of Mathematics, 5(1), 44-48.</i></p> <p>Material: Ethnoscience, Ethnosocial, and ethnolinguistics Bibliography: 11. <i>Freire, P. (2021). Pedagogy of hope: Reliving pedagogy of the oppressed. Bloomsbury Publishing.</i></p> <p>Material: Ethnoscience, Ethnosocial, and ethnolinguistics Bibliography: 8. <i>Rosa, M., D'Ambrosio, U., Orey, DC, Shirley, L., Alangui, WV, Palhares, P., ... & D'Ambrosio, U. (2016). An overview of the history of ethnomathematics. Current and future perspectives of ethnomathematics as a program, 5-10.</i></p>	5%
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11	Discovering the concept of ethnopedagogy in two cases of learning in basic education through studying research results from accredited national journals and reputable international journals	1.1. Analyze two cases of ethnopedagogical learning in elementary education. 2.2. Formulate the concepts of ethnoscience, ethnomathematics, ethnolinguistics, ethnosocial, ethnomusicology in basic education.	Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric Form of Assessment : Participatory Activities	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	Material: ethnopedagogy studies Bibliography: 4. <i>Sándor, I. (2019). Ethnopedagogy: The terms and content. Acta Educationis Generalis, 9(3), 105-117.</i>	5%
12	Discovering the concept of ethnopedagogy in two cases of learning in basic education through studying research results from accredited national journals and reputable international journals	1.1. Analyze two cases of ethnopedagogical learning in elementary education. 2.2. Formulate the concepts of ethnoscience, ethnomathematics, ethnolinguistics, ethnosocial, ethnomusicology in basic education.	Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric Form of Assessment : Participatory Activities	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	Material: ethnopedagogy studies Bibliography: 4. <i>Sándor, I. (2019). Ethnopedagogy: The terms and content. Acta Educationis Generalis, 9(3), 105-117.</i>	5%
13	Discovering the concept of ethnopedagogy in two cases of learning in basic education through studying research results from accredited national journals and reputable international journals	1.1. Analyze two cases of ethnopedagogical learning in elementary education. 2.2. Formulate the concepts of ethnoscience, ethnomathematics, ethnolinguistics, ethnosocial, ethnomusicology in basic education.	Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric Form of Assessment : Participatory Activities	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	Material: ethnopedagogy studies Bibliography: 4. <i>Sándor, I. (2019). Ethnopedagogy: The terms and content. Acta Educationis Generalis, 9(3), 105-117.</i>	5%

14	Discovering the concept of ethnopedagogy in two cases of learning in basic education through studying research results from accredited national journals and reputable international journals	1.1. Analyze two cases of ethnopedagogical learning in elementary education. 2.2. Formulate the concepts of ethnosience, ethnomathematics, ethnolinguistics, ethnosocial, ethnomusicology in basic education.	Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric Form of Assessment : Participatory Activities	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	Material: ethnopedagogy studies Bibliography: 4. Sándor, I. (2019). <i>Ethnopedagogy: The terms and content. Acta Educationis Generalis</i> , 9(3), 105-117.	5%
15	Discovering the concept of ethnopedagogy in two cases of learning in basic education through studying research results from accredited national journals and reputable international journals	1.1. Analyze two cases of ethnopedagogical learning in elementary education. 2.2. Formulate the concepts of ethnosience, ethnomathematics, ethnolinguistics, ethnosocial, ethnomusicology in basic education.	Criteria: Assessment Form: Non-Test Participatory activity Assessment criteria: Assessment rubric Form of Assessment : Participatory Activities	Discussion , observation and presentation (3	Synchronous : Zoom Meeting (3	Material: ethnopedagogy studies Bibliography: 4. Sándor, I. (2019). <i>Ethnopedagogy: The terms and content. Acta Educationis Generalis</i> , 9(3), 105-117.	5%
16	1.Analyzing cross-disciplinary relationships in ethnopedagogical learning practices in basic education (including ethnosience, ethnomathematics, ethnolinguistics, ethnosocial, ethnomusicology, etc.) 2.Discovering the concept of ethnopedagogy in two cases of learning in basic education through studying research results from accredited national journals and reputable international journals	attached	Criteria: attached Form of Assessment : Test	Final Semester Exam: 3 x 50 3 x 50 Test	Final Semester Exam: 3 x 50 3 x 50 Test	Material: cross-cultural studies References: 5. Gunansyah, G., Mariana, N., Suprayitno, Sari, RN, Khorioh, I. (2018). <i>Ethnopedagogy: Cross-Field Study in Basic Education. Sidoarjo: Zifatama Champion.</i> Material: ethnomathematics Bibliography: 7. D'Ambrosio, U. (1985). <i>Ethnomathematics and its place in the history and pedagogy of mathematics. For the learning of Mathematics</i> , 5(1), 44-48. Material: ethnomathematics References: 9. Pais, A. (2011). <i>Criticisms and contradictions of ethnomathematics. Educational studies in mathematics</i> , 76, 209-230.	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Test	40%
		100%

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.

