

| Short Course Description | This course contains a study of innovations in learning Indonesian language and literature in elementary schools by accommodating literacy skills, Higher Order Thinking Skills (HOTS), and Critical thinking, Communication, Collaboration, Creativity, Computational Digital, Compassion (6C) in the development of learning tools and their application. . | | | | | | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| References | Main : | | | | | | |
| | | <ol style="list-style-type: none"> 1. Mulyasa, H. E. (2021). Menjadi guru penggerak merdeka belajar. Bumi Aksara. 2. Mumpuni, A. (2018). Integrasi nilai karakter dalam buku pelajaran: Analisis konten buku teks kurikulum 2013. Deepublish. 3. Wicaksono, A. (2023). Pengembangan Pembelajaran Bahasa Indonesia di Sekolah Dasar: Buku Ajar. Garudhawaca. 4. GINTING, L. S. D. B. (2020). Bahasa Indonesia SD 2. Guepedia. | | | | | |
| | Supporters: | | | | | | |
| | | <ol style="list-style-type: none"> 1. Kosasih, E. (2021). Pengembangan bahan ajar. Bumi Aksara. | | | | | |
| Supporting lecturer | Dra. Asri Susetyo Rukmi, 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 | <ol style="list-style-type: none"> 1. Describe the characteristics of Indonesian language learning in elementary schools 2. Describe the principles of learning Indonesian in elementary schools | <ol style="list-style-type: none"> 1. Analyze Indonesian language learning in accordance with the characteristics and needs of elementary school students at the initial and advanced levels 2. Identify the principles of Indonesian language learning in elementary schools | Criteria: Attached Criteria Form of Assessment : Participatory Activities | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Principles of Indonesian language learning Reference: Wicaksono, A. (2023). <i>Development of Indonesian Language Learning in Elementary Schools: Textbook.</i> Garudhawaca. | 3% |
| 2 | Identifying Indonesian language learning content in the 2013 curriculum and the independent curriculum | <ol style="list-style-type: none"> 1.1. Identify the 2013 Curriculum 2.2. Identify the Independent Curriculum | Criteria: Assessment Criteria Attached Form of Assessment : Participatory Activities | lectures, presentations, live discussions 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: 2013 Curriculum and Merdeka Curriculum Library: Mulyasa, HE (2021). <i>Become a teacher who drives independent learning.</i> Literary Earth. | 5% |
| 3 | Identifying Indonesian language learning content in the 2013 curriculum and the independent curriculum | <ol style="list-style-type: none"> 1.1. Identify the 2013 Curriculum 2.2. Identify the Independent Curriculum | Criteria: Assessment Criteria Attached Form of Assessment : Participatory Activities | lectures, presentations, live discussions 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: 2013 Curriculum and Merdeka Curriculum Library: Mulyasa, HE (2021). <i>Become a teacher who drives independent learning.</i> Literary Earth. | 4% |

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| 4 | Analyze differences in approaches, models, methods, strategies, techniques, teaching materials, media and learning resources | Identify approaches and models for learning Indonesian | Criteria: Assessment Criteria Attached Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Indonesian language learning approaches and models Reference: <i>Wicaksono, A. (2023). Development of Indonesian Language Learning in Elementary Schools: Textbook. Garudhawaca.</i> | 5% |
| 5 | Identify approaches, models, methods, strategies, techniques, teaching materials, media and learning resources that are suitable for learning Indonesian in elementary schools | Identify methods and strategies for learning Indonesian | Criteria: Assessment Criteria Attached Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Methods and strategies for learning Indonesian. Reference: <i>Wicaksono, A. (2023). Development of Indonesian Language Learning in Elementary Schools: Textbook. Garudhawaca.</i> | 5% |
| 6 | Identifying the development of Indonesian language teaching materials | 1. Identifying the characteristics of the development of Indonesian language teaching materials in elementary schools 2. Identifying steps for developing Indonesian language teaching materials in elementary schools | Criteria: Assessment Criteria Attached Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Techniques and tactics for learning Indonesian Reference: <i>Wicaksono, A. (2023). Development of Indonesian Language Learning in Elementary Schools: Textbook. Garudhawaca.</i> Material: development of Indonesian language teaching materials in elementary schools Reference: <i>Kosasih, E. (2021). Development of teaching materials. Literary Earth.</i> | 7% |
| 7 | Identifying the development of Indonesian language learning media in elementary schools | 1.1. analyze the types of elementary Indonesian language learning media 2.2. Identify relevant learning media to be implemented in early and advanced classes | Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Learning media in elementary schools Reference: <i>GINTING, LSDB (2020). Indonesian Elementary School 2. Guepedia.</i> | 7% |
| 8 | UTS | Assessment Criteria Attached | Form of Assessment : Test | Test 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | | 15% |

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| 9 | Identifying Indonesian language evaluation and assessment tools in elementary schools | 1.1. Describe evaluation in Indonesian language learning in elementary schools 2.2. Identify steps to evaluate and create assessment tools for Indonesian language learning in elementary schools | Criteria: Assessment Criteria Attached Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Indonesian Language Assessment Reference: <i>GINTING, LSDB (2020). Indonesian Elementary School 2. Guepedia.</i> | 7% |
| 10 | Designing Indonesian language learning tools in elementary schools | 1.1. Design a lesson plan 2.2. Designing Teaching Materials 3.3. Designing Media 4.4. Design evaluation and test tools | Criteria: Assessment Criteria Attached Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Designing learning tools Reference: <i>Wicaksono, A. (2023). Development of Indonesian Language Learning in Elementary Schools: Textbook. Garudhawaca.</i> | 7% |
| 11 | Designing Indonesian language learning tools in elementary schools | 1.1. Design a lesson plan 2.2. Designing Teaching Materials 3.3. Designing Media 4.4. Design evaluation and test tools | Criteria: Assessment Criteria Attached Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Designing learning tools Reference: <i>Wicaksono, A. (2023). Development of Indonesian Language Learning in Elementary Schools: Textbook. Garudhawaca.</i> | 7% |
| 12 | Presenting the results of the design of Indonesian language learning tools in elementary schools | 1.1. Presenting early grade learning tools in elementary school 2.2. Present advanced class learning tools in elementary school | Criteria: Assessment Criteria Attached Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Early and advanced Indonesian language learning tools at SD Pustaka: <i>Wicaksono, A. (2023). Development of Indonesian Language Learning in Elementary Schools: Textbook. Garudhawaca.</i> | 7% |
| 13 | Presenting the results of the design of Indonesian language learning tools in elementary schools | 1.1. Presenting early grade learning tools in elementary school 2.2. Present advanced class learning tools in elementary school | Criteria: Assessment Criteria Attached Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Early and advanced Indonesian language learning tools at SD Pustaka: <i>Wicaksono, A. (2023). Development of Indonesian Language Learning in Elementary Schools: Textbook. Garudhawaca.</i> | 7% |

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| 14 | Simulation of teaching Indonesian language learning for early and advanced grades in elementary schools | 1.1. Simulation of teaching Indonesian in early elementary school classes 2.2. Simulation of teaching Indonesian in advanced elementary school classes | Criteria: Assessment Criteria Attached Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Teaching simulation Reference: <i>GINTING, LSDB (2020). Indonesian Elementary School 2. Guepedia.</i> | 7% |
| 15 | Simulation of teaching Indonesian language learning for early and advanced grades in elementary schools | 1.1. Simulation of teaching Indonesian in early elementary school classes 2.2. Simulation of teaching Indonesian in advanced elementary school classes | Criteria: Assessment Criteria Attached Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | lectures, presentations, live discussions . 3 x 50 minutes | Synchronous via zoom meeting and asynchronous via Vinesa 3 x 50 minutes | Material: Teaching simulation Reference: <i>GINTING, LSDB (2020). Indonesian Elementary School 2. Guepedia.</i> Material: 8 Library: | 7% |
| 16 | UAS | UAS | Criteria: 1. 2. Assessment Criteria Attached | Test | | | 20% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
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| 1. | Participatory Activities | 27.5% |
| 2. | Project Results Assessment / Product Assessment | 36.5% |
| 3. | Portfolio Assessment | 14% |
| 4. | Practice / Performance | 7% |
| 5. | Test | 15% |
| | | 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** 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.