

	<b>Universitas Negeri Surabaya</b> <b>Faculty of Education,</b> <b>Bachelor of Primary School Teacher Education Study</b> <b>Program</b>						<b>Document</b> <b>Code</b>
<b>SEMESTER LEARNING PLAN</b>							
Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Early grade Indonesian language learning	8620602074		T=2	P=0	ECTS=3.18	0	July 18, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
		.....	.....			Putri Rachmadyanti, S.Pd., M.Pd.	
Learning model	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>					
Short Course Description	This course contains a discussion of various Indonesian language learning concepts in the early elementary school classes. The scope of discussion includes children's language acquisition and development, developing teaching materials, media, approaches, models, methods, language learning techniques in the early grades, planning, managing and evaluating the implementation of Indonesian language education programs in the early grades of elementary school.						
	References	Main :					
<ol style="list-style-type: none"> <li>1. Aminudin. (1997). Isi dan Strategi Pengajaran Bahasa dan Sastra . Malang. Depdikbud.(1994), Metodik Khusus Pengajaran Bahasa Indonsia di SD .Jakarta: Depdikbud</li> <li>2. Depdikbud.(1994), Metodik Khusus Pengajaran Bahasa Indonesia di SD .Jakarta: Depdikbud</li> <li>3. Dhieni, Nurbiana, dkk. 2009. Metode Pengembangan bahasa . Jakarta: Universitas Terbuka</li> <li>4. Kemendikbud. 2013. Buku Guru Kelas I,</li> <li>5. Rouf, Abdul. 2009. Meode Pengajaran Membaca , (<a href="http://www.mts_ppiu.sch.id/bahasa-indonesia/metode-pengajaran-membaca">http://www.mts_ppiu.sch.id/bahasa-indonesia/metode-pengajaran-membaca</a>)</li> <li>6. Zuchdi, D dan Budiasih. 1996/1997. Pendidikan Bahasa Indonesia di Kelas Rendah. Jakarta: Proyek Pengembangan PGSD Dirjen Dikti Depdikbud</li> <li>7. Mohamad. 2000. Pengajaran Berpusat Kepada Siswa dan Pendekatan Konstruktivis Dalam Pengajaran. Surabaya:Pusat Pendidikan Sains dan Matematika Sekolah Unesa - Surabaya.</li> <li>8. Depdiknas. 2006. Standar Kompetensi Guru Kelas. Jakarta: Depdiknas</li> <li>9. Burns.PC, Betty.DR &amp; Elineor.PR.(1996). Teaching Reading in today S. Elementary Schools Boston. Houghthon Miffin Company. Suratinah dan Prakoso , Teguh. (2003). Pendekatan Pembelajaran Bahasa dan 15</li> </ol>							
Supporters:							
Supporting lecturer	ENDANG DARMAWATI SRI HARIANI Dra. Asri Susetyo Rukmi, M.Pd. Prof. Dr. Wahyu Sukartiningsih, 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	2.1 Understand the principles in elementary school Indonesian language learning 2.2 master the characteristics of students' language development.	1. Explain the principles in elementary school Indonesian language learning (contextual, functional and appreciative principles). 2. explain the stages of development of children's spoken language (listening and speaking) 3. explain the stages of development of children's written language (reading and writing)		- Lectures, - discussions, presentations 4 X 50			0%
2				2 X 50			0%
3				2 X 50			0%
4				2 X 50			0%
5				2 X 50			0%
6				2 X 50			0%
7				2 X 50			0%
8				2 X 50			0%
9				2 X 50			0%
10				2 X 50			0%
11				2 X 50			0%
12				2 X 50			0%
13				2 X 50			0%
14				2 X 50			0%
15				2 X 50			0%
16							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** 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.
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.