



CURRICULUM DOCUMENT OF  
**BALINESE LANGUAGE  
EDUCATION STUDY PROGRAMME  
(BACHELOR DEGREE)**

FACULTY OF LANGUAGE AND ARTS

**CURRICULUM DOCUMENT**  
**OF**  
**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME**  
**BACHELOR DEGREE**



**FACULTY OF LANGUAGE AND ARTS**  
**UNIVERSITAS PENDIDIKAN GANESHA**  
**2021**

## 1. IDENTITY OF THE STUDY PROGRAMME

1	Name of Study Programme, Level	Balinese Language Education
2	Address	Faculty of Languages and Arts, Ganesha University of Education Ahmad Yani Street, No.67, Singaraja
3	Regency/City	Bali
4	Postal code	81116
5	Phone number	0362-21541
6	Fax Number	0362-27561
7	Email address	pend.bahasabali.undiksha.ac.id
8	Website address	<a href="https://bahasabali.undiksha.ac.id">https://bahasabali.undiksha.ac.id</a>
9	Degree given	Bachelor
10	Year and Decree of Establishment	2012
11	Year and Decree of Accreditation	2017

## 2. LEADERSHIP OF THE STUDY PROGRAMME

1	Name	Ida Bagus Rai, SS, M.Pd
2	Position	Study Programme Coordinator
3	Decree of Assignment	No.SK 2831/UN48/KP/2019
4	Assignment start date	23 November 2019
5	Assignment complete date	23 November 2023

### A. RATIONALE

The curriculum of the Balinese Language Education Study Programme was developed by considering several external and internal factors. External factors include Regulation of the Minister of Research and Higher Education Number 44/2015 concerning National Standards for Higher Education, Law Number 12 of 2012 concerning the National Qualification Framework, Regulation of the Minister of Education and Culture Number 3 of 2020 concerning Freedom to Study in Higher Education, Ministerial Regulation Education and Culture Number 5 of 2020 concerning the Accreditation System for Study Programmes in Higher Education, and Undiksha (Ganesha University of Education) Rector Regulation Number 1007 of 2015 concerning the Basic Provisions for the Development of the Undiksha 2020 Curriculum, results of tracer studies, FGDs with the ADISABDA (Association of Regional Language Education), and FGDs with users graduates (Bali Provincial Government). Internal factors consist of the vision, mission, goals, and internal resources of the study programme.

Both internal and external factors become the primary reference in formulating graduate profiles. The uniqueness of this study programme, like the other study programmes at the Ganesha University of Education, is the inclusion of local wisdom *Tri Hita Karana* which contains universal values of living in harmony and peace. Outcomes are carefully determined so that graduates have a profile of attributes that make them ready to take up professional positions, both in the formal and informal sectors local, national, and regional related to the major. Curriculum development also accommodates community needs through tracer study involving graduates. From them, first-hand information and input from the workforce are collected and used for curriculum refinement. That information and input, for example, include the use of ICT, higher-order thinking skills, collaborative/teamwork, and leadership skills. The results of the tracer study are used to improve the quality of curriculum outcomes and practices.

## **B. STUDY PROGRAM PROFILE DESCRIPTION**

The Balinese Language Education Program was established on December 29, 2005 with the Decree of the Director General of Higher Education (DIKTI) No. 4156/D/T/2005. Initially the program was concentrated at the Diploma 3 (Balinese language) level, the first batch of new student admissions at the Diploma 3 level in the 2006/2007 academic year under the auspices of the Department of Indonesian and Regional Languages, Faculty of Languages and Arts, Ganesha University of Education. Due to the real needs of the community, a Study Program at the Strata 1 (Balinese Language Education) level was opened on March 4, 2011 with the Decree of the Director General of Higher Education No. 48/D/O/2011. The Balinese Language Education Study Program is the Department of Balinese Language Education, this is one of the majors in the Faculty of Language and Arts, Ganesha University of Education. The Credit Transfer Program for Balinese Language Education D3 graduates continuing on to S1, opened two years later. Since 2019 the Department of Balinese Language Education has returned under the auspices of the Department of Language, Indonesian and Regional Literature to become the Balinese Language Education Study Program.

## **C. VISION AND MISSION**

### **1. Vision**

Study programmes that are excellent in the field of language education, script, literature and Balinese culture in Indonesia in 2045 based on the *Tri Hita Karana* (Three Causes of Prosperity) Philosophy

### **2. Mission :**

- a) Organize education and teaching language, script, literature and Balinese culture to produce graduates who have a good character based on *Tri Hita Karana*
- b) Conduct competitive, collaborative and innovative research and development in the fields of Balinese language, script, literature and culture.
- c) Organize community service that is accommodative, collaborative and innovative in the fields of language, script, literature and Balinese culture.

## D. OBJECTIVES

### The Purpose of Balinese Language Education Study Programme;

- a) Produce Balinese language educators who have academic competence, professionalism and culture and uphold the profession.
- b) Carry out teaching and development in the fields of innovative Balinese language, script, literature and culture.
- c) Carry out research and service for scientific development in the fields of language, script, literature and Balinese culture that are accommodating for the sustainability of the Balinese language and culture.

## E. PROFILE OF GRADUATE

Profile of Graduate (Doctorate Programme in Language Education)	Profile Description
Prospective Balinese Language Teachers (Teachers, instructors, translators, speakers)	Prospective Balinese language teachers (teachers, instructors, translators, speakers) who have pedagogical, personality, professional, and social competencies who apply the TPACK (Technological Pedagogical Content Knowledge) framework based on Tri Hita Karana philosophy.

## F. PROGRAMME LEARNING OUTCOMES

1. ATTITUDE	
PLO-1	Demonstrate scientific attitude and behaviour, educative, and religious, which contribute to improving the quality of life in society, nation and state based on academic norms and ethics;
2. KNOWLEDGE	
PLO-2	Mastering educational theory, Balinese linguistics, and Balinese language education in general;
PLO-3	Mastering the learning theory and content of Balinese linguistics in depth which includes the Balinese language curriculum, learning methodology, media and technology, evaluation according to the characteristics of the material (content knowledge) of Balinese language science;
PLO-4	Mastering research and development theory to improve the quality of Balinese language education in schools;
3. GENERAL SKILLS	
PLO-5	Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;
PLO-6	Able to apply logical thinking, critical, systematic, and innovative in the context of the development or implementation of IPTEKS (science and

	technology) that pays attention and involves humanities values following their field of expertise;
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# 1. SPECIAL SKILLS

<b>PLO-7</b>	Able to plan, implement and evaluate/assess Balinese language learning by utilizing various IPTEKS-based learning resources;
<b>PLO-8</b>	Able to design learning technology systems/models, produce learning media, utilize learning media, control learning systems/models, and be able to evaluate the application of Balinese language learning systems/models;
<b>PLO-9</b>	Apply, studying, designing, utilizing IPTEKS, solving problems in Balinese language education.

## G. LEARNING PROCESS

The implementation of the Undiksha Curriculum 2020 is based on the principles of interactive, holistic, integrative, scientific, contextual, thematic, practical, collaborative, and student-centred learning (SNPT, Number 44 2015).

- a. Interactive learning is a learning process that prioritizes the process of multi-directional interaction.
- b. Holistic learning is a learning process that encourages the formation of a comprehensive mindset by internalizing excellence and local wisdom, national and global.
- c. Integrative learning is a learning process integrated into one programme unit through an interdisciplinary and multidisciplinary approach.
- d. Scientific learning is a learning process that prioritizes a scientific approach to create an academic environment based on values, norms, and scientific principles and upholds religious and national importance.
- e. Contextual learning is a learning process adapted to the demands of problem-solving skills in the realm of expertise.
- f. Thematic learning is a learning process adapted to the study programme's scientific characteristics and is associated with real problems through a transdisciplinary approach.
- g. Effective learning is a learning process directed at achieving graduate learning outcomes effectively by prioritizing the internalization of the material correctly and adequately in an optimal time.
- h. Collaborative learning involves interaction between individual learners to produce attitudes, knowledge, and skills in an integrated manner. Student-centred learning is a learning process that prioritizes the development of creativity, capacity, personality, and student needs and develops independence in seeking and discovering knowledge, skills, and attitudes.

The learning process in each subject can use one or more approaches, models, strategies, and learning methods that follow the characteristics of the subject matter to facilitate the fulfilment of Capacity-oriented graduate learning outcomes 21st Century (SNPT Number 44 of 2015). The teaching and learning process is related to efforts to provide quality learning experiences for students. Monitoring of learning progress and achievement of student learning outcomes is needed to (a) assess the suitability of the educational process with the curriculum used, (b) identify problems that need to be addressed, (c) improve the learning process, (d) assess the success of lecturers in carrying out assignments, and (e) measuring students' abilities.

The teaching and learning process carried out by the Balinese Language Education Study Programme is in accordance with the Ministry of Research, Technology, and Higher Education standards, which consists of lesson planning, lecturer and student attendance rates, and evaluation of learning and learning processes, and learning outcomes. The latest Semester Lesson Plans complement this course. Each course is equipped with a textbook/handout/lecture notes.

The attendance rate of lecturers for one semester is monitored at least 85%, and students attend lectures 80% as a minimum requirement to take the exam. The Study Programme encourages lecturers to apply learning and teaching methods centred on the student (learner-oriented) and problem-based learning. The application of an active learning model with several techniques, namely discussion methods, case studies, role-playing, and problem-based learning. The role of the lecturer is more as a facilitator in the learning process. Lecturers are facilitators in one's learning process in gaining competence. In this regard, several factors affect the learning process of students, among others:

- (1) Student motivation
- (2) Relationship students with faculty and fellow students
- (3) accessibility to learning resources and time constraints
- (4) emotional aspect (mood) and situational factors
- (5) process prior learning
- (6) What is the process of teaching ever given.
- (7) The relevance of the learning process with the actual working conditions

The learning held in Bali Language Study Programme Undergraduate, Graduate, basically an adult learning process. The adult learning process is characterized by a shift in learning responsibilities from the instructor to the student. This change in responsibility requires students to be actively involved in the learning process (be active learners). The learning process does not run in one direction but runs interactively between lecturers and students. Students must actively seek learning resources outside the classroom to complement material that is not delivered in class sessions. Learning resources can be obtained from libraries, the internet, laboratories, and so on. In essence, the lecturer only acts as a facilitator. In the management study programme, the laboratory is an existing facility for students to use as a learning resource and the availability of Wi-Fi in the faculty building.

An active learning process is a solution. This method involves students reading, analyzing, making observations, solving problems, expressing opinions, and discussing some ideas. Several learning methods that include students are applied actively to obtain maximum benefits. The success of the active learning process lies not only in the instructor but also in the involvement of students. Several methods allow students to be actively involved, for example, case studies, team discussions, role-playing, etc. The process will enable students to do many activities during class sessions, focus on the material, practice analytical skills, and receive feedback. There is a knowledge transfer process between students. At the end of the process, students find that they can focus more on the material, learn better, and are motivated to find more information rather than just hearing from the instructor. The best way to learn is by doing (learning by doing).

Several methods can be done to encourage students to take an active role. This method can be applied individually and in group activities.

### **Individual activities**

- (1) Writing: giving students time to reflect on material related/reflecting on a particular topic. This method can provide benefits for students and lecturers. Students are encouraged to recall the material that has been taught, and lecturers get feedback to find out how far students understand the material.
- (2) Critical reading: before the lecture begins, students are encouraged to read some material critically and use it for class discussion.
- (3) Quiz/Test 3 questions: a test is conducted at the end of the topic

### **Group Activities**

- (1) Library/online research: students write short reports and present them in class. Students are asked to compare notes with other students and correct any missed or incorrect material.
- (2) Peer evaluation: students are given assignments and then assessed by fellow students to get feedback.



- (3) Group Discussion: students are given questions/problems/questions, and students work in groups to explore/task then divided into several study groups to do the task. Lecturers (in large classes usually assisted by assistants) go around answering student questions, providing feedback, and making sure the group process runs well.
- (4) Case study: the group is given a problem related to the material to be solved together.
- (5) Discussion: the group is asked to present specific material then discuss it with other students.
- (6) Roleplay: students are placed in a case-specific situation and recommend solutions to the case.

No	Course Learning Outcome	Code of CLO	Learning Experiences
1	<ul style="list-style-type: none"> <li>) Having a religious attitude in the nation, state and integrating the learning based on the value of the humanities and THK values</li> </ul>	CLO-1	Face to face, group discussions, presentations
2	<ul style="list-style-type: none"> <li>) Applying the principles of THK through attitudes, ethics, and norms in everyday life</li> </ul>	CLO-2	Face to face, group discussions, presentations
3	<ul style="list-style-type: none"> <li>) Mastering the theoretical concept of pedagogy science</li> <li>) Learning theory and practice to master the scientific content supporting educators in the teaching profession</li> <li>) Integrate and apply learning skills and mastery of information technology in learning</li> <li>) Plan, design, produce, implement, control, and evaluate the Balinese language learning</li> </ul>	CLO-3	Face to face, group discussions, presentations, self-help projects, group projects

4	<ul style="list-style-type: none"> <li>) Mastering the theoretical concept of language and literature science of Bali</li> <li>) Learning practice with the scientific content of language, literacy, and literature Bali</li> <li>) Master and apply the theory research to improve the quality of language learning, Balinese literacy, and literature.</li> <li>) Integrate and apply learning skills and use of technology that can help the learning process</li> <li>) Apply, study, make designs to solve problems in Balinese language education.</li> </ul>	CLO-4	Face to face, group discussion, presentation, independent project, group project
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## H. ASSESSMENT

The assessment system applied in the Balinese Language Education Study Programme consists of assessing the process and student learning outcomes, which is carried out every semester.

Assessment of student learning progress each semester consists of:

- a) Individual/group assessment
- b) Discussion- assessment
- c) Project appraisal
- d) Performance assessment
- e) Mid-test and Final test

Attendance is not included as an assessment component, but a prerequisite for students to be able to take the Mid-Semester and/or Final Semester Examinations. The success of students in completing each course is determined by referring to the following provisions:

A = 4.0 with a material mastery level of 90% - 100%

A- = 3.7 with a material mastery level of 85% - 89%

B+ = 3.4 with a mastery level material 80% - 84%

B = 3.0 with a material mastery level of 75% - 79%

B- = 2.7 with a material mastery level of 70% - 74%

C+ = 2.4 with a material mastery level of 65% - 69%

C = 2.0 with a material mastery level of 60% - 64%

D = 1.0 with a material mastery level 55% - 59%

E = 1.0 with material mastery level 55

After the student completes the final task in the form of a dissertation, the assessment is carried out by implementing the dissertation defense. Final exams and GPA exam results refer to the applicable Universitas Pendidikan Ganesha Academic Guidelines. Learning outcomes are under the characteristics of each study programme.

Outcomes	Kinds of Assessment	Time
PEO1, PEO2, PEO3	<ul style="list-style-type: none"> <li>) Employer satisfaction survey</li> <li>) Alumni Survey</li> </ul>	Few years after graduation
PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7, PLO8, PLO9	<ul style="list-style-type: none"> <li>) Instructor evaluation report</li> <li>) Department/Study Programme performance Report</li> <li>) Student exit survey</li> </ul>	Upon graduation
CLO1, CLO2, CLO3, CLO4	<ul style="list-style-type: none"> <li>) Direct assessment</li> <li>) End of course assessment</li> <li>) Semester performance report</li> <li>) Students report / comments</li> </ul>	Upon course completion

## I. CURRICULUM STRUCTURE

Curriculum Information Engineering Education Programme organized by the Indonesian National Qualifications Framework (KKNI) level 6. The curriculum's evaluation and updating are compiled based on several references from within the country and abroad and involve several stakeholders from internal and external parties. The primary reference used is to refer to the Indonesian National Qualifications Framework Academic Paper (KKNI).

The curriculum was prepared to invite several internal stakeholders such as curriculum experts at Undiksha and collaborate with several cognate PS. The Balinese Language Education Study Programme is currently implementing the Freedom to Learn-Independent Campus of Universitas Pendidikan Ganesha in 2020 (MBKM Undiksha 2020). MBKM or Freedom to Learn-Independent Campus is part of the Independent Learning policy by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, which provides opportunities for students to hone skills according to their talents and interests by going directly into the world of work as preparation for future careers. Recognition of the MBKM programme is also outlined in the curriculum, where students can take modules in MBKM 6 and 7. Recognition of the MBKM programme is also outlined in the curriculum, where students can take modules in MBKM 6 and 7.

Balinese language education study programme dividing subjects into four classifications, namely:

1. Compulsory Courses (MKWU)
2. Core Study Courses (MKIK)
  - a. Educational Science Courses (MKKK)
  - b. Scientific Field of Study Courses (MKBS)
3. Supporting Science and Technology Courses (MKIP)
4. Study Programme Specific Courses (MKPP/MKPI)

The MKWU group is a group of study materials and lessons to develop Indonesian people who believe and are devoted to God Almighty and have a noble character, strong and independent personalities, and a sense of social and humanitarian responsibility. These courses must be offered and consist of Pancasila Education, Religious Education, Citizenship Education, Indonesian Language, and English. The Core Study Courses is a group of study

materials and lessons that are shown primarily to provide a basis for mastery of pedagogic and scientific knowledge developed by the Balinese language education study programme. This group of subjects is divided into Educational Science Courses (MKKK) and Scientific Field of Study Courses (MKBS). Supporting Science and Technology Courses are a group of study materials and lessons that support the implementation of the scientific core of Study Programmes that aim to produce experts or skilled workers, both offered by the Study Programme itself and across Study Programmes. Courses that characterize study programmes/institutions are courses that characterize institutions or faculties, such as the *Tri Hita Karana* or Three Causes of Prosperity (THK) course and the language education course.

In addition to the courses described above, students can also take a programme (Freedom to Learn-Independent Campus (MBKM), where students can take several programmes such as student exchanges, internships/work practices, teaching in schools, independent research, humanitarian projects, entrepreneurial activity, independent studies, or the rural development programme. This activity received recognition as equivalency credits in semesters 6 and 7.

group of subjects in the Balinese language education strata 1 study programme consists of the following groups:

Num.	course classifications	Credit Hours	
		Total Points Lecture	A load of Credit Hours
1.	Compulsory Course (MKWU)	5	10
2.	Core Study Course (MKIK)		
	a) Educational Science Courses (MKKK)	7	14
	b) Scientific Field of Study Courses (MKBS)	18	36
3.	Supporting Science and Technology Courses (MKIP)	19	66
4.	Study Programme Specific Courses (MKPP / MKPI)	11	22
	<b>Total</b>	<b>60</b>	<b>148</b>

The following is the structure of the Balinese language education study programme curriculum by category:

#### **Kelompok Matakuliah Wajib Umum (MKWU) - Compulsory Courses**

Course Code	Course	Credit Hours	Semester							
			1	2	3	4	5	6	7	8
BLIS120101	Confucianism *	2								
BLIS120102	Hinduism *	2								
BLIS120103	Islam *	2								
BLIS120104	Catholic Christianity *	2								
BLIS120105	Christianity *	2								
BLIS120106	Buddhism*	2								
BLIS120107	Pancasila	2								
BLIS120108	English	2								
BLIS120201	Civic Education	2								
BLIS120202	Bahasa Indonesia	2								
	<b>Total</b>	<b>10</b>								

**Notes:**

\*) Students choose one of 6 Religion courses.

**Kelompok Mata Kuliah Inti keilmuan (MKIK) - Core Study Courses**

Course Code	Course	Credit Hours	Semester							
			1	2	3	4	5	6	7	8
(MKKK) - Educational Science Courses										
BLIS120109	Educational Insight	2								
BLIS120110	Learners Development	2								
BLIS120204	Instructional Learning	2								
BLIS120205	Curriculum Study	2								
BLIS120311	Instructional Strategy	2								
BLIS120312	Assessment And Evaluation	2								
BLIS120412	Microteaching	2								
		14								
Matakuliah Keilmuan Bidang Studi (MKBS) - Scientific field of Study Courses										
BLIS120111	Tata Suara (Phonology)	2								
BLIS120112	Nguratiang Basa Bali (Balinese Language Listening )	2								
BLIS120206	Language Teaching Method	2								
BLIS120208	Sastra Bali Purwa (Old Balinese Literature)	2								
BLIS120209	Literary Theory and Criticism	2								
BLIS120212	Tata Kruna basa Bali (Morphology)	2								
BLIS120301	Language Research Methods	2								
BLIS120302	Lesson Planning	2								
BLIS120303	Textbooks Study	2								
BLIS120304	Scientific writing	2								
BLIS120305	Balinese LanguageDiscourse	2								
BLIS120306	Pranata Bali (Ethics In Balinese Culture)	2								
BLIS120309	Tata Lengkara Basa Bali (Balinese Syntax)	2								
BLIS120310	Fiction Writing	2								
BLIS120404	Sastra Bali Anyar (Modern Balinese Literature)	2								
BLIS120405	Non-Fiction Writing	2								
BLIS120409	Drama (Theater)	2								
BLIS120411	Sociolinguistics	2								
	Total	36								

**Kelompok Matakuliah Penciri Prodi/Institusi (MKPP / MKPI) - Study Programme Specific Courses**

**Study Programme Specific Courses**

Course Code	Course	Credit Hours	Semester							
			1	2	3	4	5	6	7	8
BLIS120115	<i>Pasang Aksara Bali</i> (Guidelines for Writing Balinese Letters)	2								
BLIS120307	<i>Masanin Lontar</i> (Lontar Script Translation )	2								
BLIS120308	<i>Nyurat Lontar</i> (Palm Leaves Writing)	2								
BLIS120406	<i>Alih Aksara Bali</i> (Balinese Script Transliteration)	2								
BLIS120408	<i>Wirama/Kidung</i> (Javanese Traditional Songs)	2								
BLIS120501	<i>Tembang</i> (Traditional Javanese Poetry)	2								
BLIS120113	<i>Bebaosan Basa Bali Lumbrah</i> (Balinese Speaking)	2								
BLIS120114	<i>Kosa Basa Bali</i> or Balinese Vocabulary	2								
BLIS120207	<i>Ngwacen Aksara Bali</i> (Reading Balinese Script)	2								
BLIS120210	<i>Nyurat Aksara Bali</i> (Writing Balinese Script )	2								
BLIS120203	<i>Tri Hita Karana</i> (THK) or Three Causes of Prosperity	2								
	<b>Total</b>	<b>22</b>								

### Supporting Science and Technology Courses

Course Code	Course	Credit Hours	Semester							
			1	2	3	4	5	6	7	8
BLIS120211	<i>Bahasa Jawa Kuna</i> (Old Java Language )	2								
BLIS120401	Educational Statistics	2								
BLIS120402	Seminar	2								
BLIS120403	Entrepreneurship	2								
BLIS120407	Balinese Script Computerization	2								
BLIS120502	Philology	3								
BLIS120703	Thesis	6	19							
BLIS120410	Balinese Language Counseling	2								
BLIS120503	<i>Kepewaraan</i> or hosting*	2								
BLIS120504	Journalism*	2								
BLIS120505	<i>Ngwacen Sloka</i> (Sloka Reading) *	2	8							
BLIS120506	Manuscript Conservation*	2								
BLIS120507	<i>Basa Parikrama Budaya</i> * (Cultural Language)	2								
BLIS120508	Balinese Literacy*	2								
N/A	Cross-study courses 1**	3								
N/A	Cross-study courses 2**	3								
N/A	Cross-study courses 3**	3	9							
BLIS120601	PLP (Teaching Practice) 1	2								
BLIS120602	PLP (Teaching Practice) 2	8								
BLIS120603	Community Engagement	4	14							
BLIS120702	Fieldwork for the educational study programme	14								
	<b>Total</b>	<b>63</b>								

#### Description

\*) Students can choose 4 courses from 6 elective courses according to their interests and talents

\*\*) Students can choose courses in other study programmes according to their interests

## MAPPING OF COURSES PER SEMESTER IN BALINESE LANGUAGE EDUCATION STUDY PROGRAMME

1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year		4 <sup>th</sup> Year	
1 <sup>st</sup> Semester 20 Credits	2 <sup>nd</sup> Semester 24 Credits	3 <sup>rd</sup> Semester 24 Credits	4 <sup>th</sup> Semester 24 Credits	5 <sup>th</sup> Semester 22 Credits	6 <sup>th</sup> Semester 14 Credits	7 <sup>th</sup> Semester 14 Credits	8 <sup>th</sup> Semester 6 Credits
Religion (2 Credits)	Chic Education (2 Credits)	Language Research Methods (2 Credits)	Modern Balinese Literature (2 Credits)	Cross Study Programme 1**	PLP 1 (Teaching Practice 1) (2 Credits)	WP (Working Practicum Educational Study Programme, (Outside Productive) (14 Credits)	Thesis
Pancasila (2 Credits)	Bahasa Indonesia (2 Credits)	Planning Instructional (2 Credits)	Non-Fiction Writing (2 Credits)	Cross Study Programme 2**	PLP 2 (Teaching Practice 2) (8 Credits)		
English (2 Credits)	WIK (Three Cases) (2 Credits)	Textbooks Study (2 Credits)	Theater (2 Credits)	Cross Study Programme 3**	Community Engagement (4 Credits)		
Educational Insight (2 Credits)	Language and Instructions (2 Credits)	Instructional Strategies (2 Credits)	Sociolinguistics (2 Credits)	Hosting *			
Learners Development (2 Credits)	Curriculum Development (2 Credits)	Assessment And Evaluation (2 Credits)	Microteaching (2 Credits)	Journalism*			
Phonology (2 Credits)	Language Teaching Methods (2 Credits)	Ethics in Balinese Culture (2 Credits)	Educational Statistics (2 Credits)	Sloka Reading*			
Listening (2 Credits)	Traditional Balinese Literature (2 Credits)	Balinese Syntax (2 Credits)	Seminar (2 Credits)	Manuscript Conservation *			
Balinese Reading (2 Credits)	Literary Theory And Criticism (2 Credits)	Fiction Writing (2 Credits)	Entrepreneurship (2 Credits)	Cultural Language*			
Balinese Vocabulary (2 Credits)	Morphology (2 Credits)	Scientific Writing (2 Credits)	Balinese Script Computerization (2 Credits)	Balinese Literacy*			
Guidelines for Writing Balinese Letters (2 Credits)	Old Java Language (2 Credits)	Balinese Language Discourse (2 Credits)	Balinese Language Counseling (2 Credits)	Philology (2 Credits)			
	Reading Balinese Script (2 Credits)	Local Script Translations (2 Credits)	Balinese Script Transliteration (2 Credits)	Reading Traditional Script (2 Credits)			
	Writing Balinese Script (2 Credits)	Local Letters Writing (2 Credits)	Traditional Balinese Poetry (2 Credits)				

### Description;

	Compulsory Courses
	Core Study Courses
	Scientific Field of Study Courses
	Supporting Science and Technology Courses
	Study Programme Specific Courses

*	Elective Courses
**	Cross-Study Courses



The following table is a description of the courses:

No	Courses	Description
1.	Educational Insight	After studying the educational insight course, students can understand the theoretical concept of educational insight, the role of the teacher in the 21st century, and apply the theory of educational insight to the learning process. Educational insight discusses human and educational material, educational streams, educational factors, educational problems, the teaching profession, professional competence of teachers, the role of the teaching profession, efforts to develop teachers as educators, the education system in Indonesia, teachers in the century 21, the role of teachers in TPACK-based learning, teacher certification. Activities in this course include studying theoretical concepts of educational insight, understanding the role of teachers in 21st-century learning, and applying educational insight theory to the learning process. The assessment used is by looking at activity, completeness of tasks, mid-semester test with problem-based and final test with project-based.
2.	Learners Development	After studying this course, students can understand the theoretical concepts of learners' development, analyze student problems, and understand the role of teachers in facilitating student development. This course discusses the understanding of individuals and their characteristics, growth, and development, developmental psychology theory, developmental periods and tasks, children's development and adolescent characteristics, cognitive, language, social and emotional development of adolescents, development of values, morals, and attitudes, needs and problems of adolescents, the role of teachers in facilitating the development of students. Activities in this course include studying learners' development, analyzing student problems, and understanding the role of teachers in facilitating student development. Activities in this course include studying student development, analyzing student problems, and the teacher's role in facilitating student development. The assessment used is by looking at activity, completeness of tasks, mid-semester test with problem-based and final test with project-based.
3.	<i>Tata Suara</i> (Phonology)	Through this course, students can: (1) master basic theoretical concepts, methods, and philosophy of phonological studies, and (2) apply various theoretical basic concepts, methods, and philosophy of phonological studies in analyzing sound systems in Balinese. This course examines the nature and study of language sounds as a basis for analyzing the sound

		<p>aspects of the Balinese language, which includes material on nature, the object of study, and basic concepts of phonology, sound elements in Balinese, tribal patterns in Balinese, and phonological processes in Balinese. Learning activities in this course include three forms of activities: (1) face-to-face activities in the form of discussion lectures and group presentations,</p> <p>(2) structured assignments in the form of assignments, both group and individual assignments, (3) independent assignments in the form of deepening and exploring materials related to phonology. Assessment in this course is carried out in the form of (1) attitude and participation assessment, (2) project-based assignment assessment, (3) Mid-semester test, (4) Final test.</p>
4.	<p><i>Nguratiang Bahasa Bali</i> (Balinese Language Listening)</p>	<p><i>Nguratiang Bahasa Bali</i> (listening) course is a skilled course that aims to recognize and understand one of the language skills, especially listening skills, and deepen oral language skills. Activities carried out by students in learning include: studying in small groups, discussing, observing, identifying problems, solving problems, searching for online resources, group assignments, and group presentations. The assessment is carried out in individual tests (Mid-semester test and final test), task completeness, attendance, and attitude assessment.</p>
5.	<p><i>Bebaosan Basa Bali Lumbrah</i> or Balinese Speaking</p>	<p>This course is a core study course. It is aimed to provide mastery of knowledge and skills developed in the Balinese language education study programme. The activities carried out are: (1) students are given theoretical concepts of common Balinese language so that they become professionals, (2) students are given common communication skills in Balinese, (3) students are given training related to everyday Balinese communication. This course consists of (1) theoretical concepts of speaking in general Balinese language: the nature of speaking in common Balinese language, characteristics of speaking according to manners, the purpose of speaking, speaking skills as Balinese language skills. (2) basic teaching skills, which include: characteristics of speaking in certain situations, speaking according to purpose, procedures for conveying speech, special events and conditions in speaking, and skilled speaking in using Balinese language skills.</p>
6.	<p><i>Kosa Basa Bali</i> or Balinese Vocabulary</p>	<p>This course aims to provide mastery of knowledge and skills in Balinese language vocabulary developed in the Balinese language education study program. The activities carried out are: (1) students are given the theoretical concept of Balinese vocabulary to be professionals, (2) students are given basic vocabulary skills and meanings that are general in Balinese, (3)</p>

		<p>students are given training related to basic vocabulary, sentences, and their use in Balinese communication. This course consists of (1) theoretical concepts of Balinese vocabulary: the essence of Balinese vocabulary, characteristics of Balinese vocabulary, the purpose of vocabulary, and skills of Balinese vocabulary as a Balinese language skill. (2) basic skills of intar-intern kruna, basa basita, and changing meaning.</p>
7.	<i>Pasang Aksara Bali</i> (Guidelines for Writing Balinese Letters)	<p>This course aims to equip students with the theoretical concepts of <i>Pasang Aksara Bali</i> or Balinese scriptwriting skills and guidelines for writing Balinese script under <i>uger-uger pasang aksara</i> (rules for writing scripts). Students are given a case; they solve the case by discussing it with their group. The task given in this lecture is that students write Balinese opinion discourse using Balinese script according to the rules of writing Balinese script. After mastering <i>pasang aksara</i> of Balinese script, students are expected to have the skills to write Balinese discourse with decent Balinese script and according to writing rules.</p>
8.	<i>Tri Hita Karana</i> (THK) or Three Causes of Prosperity	<p>This course discusses the Historical Perspective of THK, Three Precepts of THK, Concepts of Harmony and Peace in THK, Universal Values of THK, Congruence of THK with Pancasila, THK as Local Wisdom, THK-Based Leadership, and Implementation of THK at Various Levels.</p>
9.	Instructional Learning	<p>After following this course, students can study and analyze the nature and meaning of learning strategies and identify various efforts to organize external learning factors that are more effective, efficient, and directed to achieve optimal learning outcomes. Analyzing the taxonomy of variables in learning (learning objectives and characteristics of the field of study, constraints, characteristics of students, learning organizing strategies, learning delivery strategies, and learning management strategies). Learning activities in this course include three forms of activities: (1) face-to-face activities in the form of discussion lectures and group presentations, (2) structured assignments in the form of assignments, both group and individual assignments, (3) independent assignments in the form of deepening and exploring materials related to learning and learning. Assessment in this course is carried out in the form of (1) attitude and participation assessment, (2) project-based assignment assessment, (3) Mid-semester test, (4) final test.</p>
10.	Curriculum Study	<p>After studying this course, students can understand the theoretical concepts of curriculum study and curriculum development and be able to analyze the application of</p>

		<p>the curriculum used in Balinese language learning. The curriculum study discusses the meaning of curriculum, curriculum functions, curriculum roles, curriculum components, curriculum principles, curriculum development in Indonesia, curriculum development principles, curriculum development with a competency approach, education unit level curriculum, educational unit level curriculum components, applications of Education Unit Level Curriculum in Balinese language learning, 2013 curriculum, 2013 curriculum application in Balinese language learning, analysis of basic competencies- standard competencies and core competencies-basic competencies, syllabus development, and learning tools. Activities in this course include studying the theoretical concepts of curriculum study, curriculum development, analyzing the application of the curriculum used in Balinese language learning, and presenting the results of the analysis. The assessment used is an assessment by looking at activity, completeness of tasks, presentations, mid-semester test with problem-based and final test with project-based.</p>
11.	Language Teaching Methods	<p>This course is a core study course. It aims to provide mastery of knowledge and skills developed in Balinese language education study programs. The activities carried out are: (1) students are given theoretical concepts of Language Teaching Methods so that they become professionals, (2) students are given skills in using general communication language teaching methods in Balinese, (3) students are given practice related to peer teaching (teaching practice in simple scope) practice within 15 minutes. This course consists of: (1) theoretical concepts of Language Teaching Methods: the nature of Language Teaching Methods, types of Language Teaching Methods. (2) the weaknesses and strengths of the Language Teaching Methods. (3) Using Language Teaching Methods in a peer teaching-learning.</p>
12.	<i>Sastra Bali Purwa</i> or Old Balinese Literature	<p>The Old Balinese Literature Course is a course on the development of Old Balinese literature in Bali. After studying the Old Balinese literature course, students can master the theory and development of Balinese literature, identify the types of Old Balinese literary works, and demonstrate Old Balinese literary works. The Old Balinese literature course discusses the development of Old Balinese literature, the systematics of Old Balinese literature, types of Old Balinese literary works, the structure of the Old</p>

		Balinese literature. The activities of Balinese Old Literature lectures are mastering the development of Old Balinese literature, identifying the types of Old Balinese literature and analyzing the types of Old Balinese literature in literary discourse, demonstrating skills in Old Balinese literature. The assessment process is conducted by looking at students' activeness, completeness of tasks, and Midterm test with problem-based and final exam with performance.
13.	Literary Theory and Criticism	Literary Theory and Criticism course is a core study course aimed at understanding the essence of a literary work from a positivistic or postmodern perspective. Activities carried out by students in learning include: studying in small groups, conducting discussion, making observations, identifying problems, solving problems, finding online sources, creating group assignments, and group presentations. The assessment is carried out in the form of individual tests (Midterm test, Final test), task completeness, attendance, and attitude assessment.
14.	<i>Tata Kruna</i> (Morphology)	Through this course, students can: (1) master the basic concepts of word formation theory in Balinese, and (2) be able to use various forms of words in Balinese in oral and written communication. The material studied in this course includes: (1) the position of morphology in linguistics (Balinese grammar), (2) the language elements involved in word formation, the process of word formation in Balinese, morphological rules, and (4) a variety of new word formations in line with the need for new words in the dynamics of the sociocultural life of Balinese speakers. Learning activities in this course include three types of activities: (1) face-to-face activities in the form of discussion lectures and group presentations, (2) structured assignments in the form of assignments, both group and individual assignments, (3) independent assignments in the form of deepening and exploring materials related to sound system. Assessment in this course is carried out in the form of: (1) attitude and participation assessment, (2) project-based assessment of assignments, (3) Mid-semester Test, (4) Final Test.
15.	<i>Bahasa Jawa Kuna</i> or Old	By studying <i>Bahasa Jawa Kuna</i> , students are able to explain the history of Old Javanese, analyze Old Javanese grammar and translate of <i>Adi Parwa's</i> discourses into Balinese. In this Old Javanese language course, students are first introduced to the

	Javanese Language	history of Old Javanese and its influence on Balinese; then students learn Old Javanese grammar from word analysis to word-formation. After students understand the grammar, then they are introduced to readings taken from Old Javanese literature, which are still popular in Bali, such as <i>Adi Parwa</i> and several speech-shaped texts. The ability of students in mastering learning materials is measured by the achievement of knowledge assessment, attitude assessment and skills assessment carried out by oral tests, written tests, and assignments.
16.	<i>Ngwacen Aksara Bali</i> (Reading Balinese Script)	After studying the Reading Balinese character course, students understand Balinese characters, can read Balinese characters, and understand Balinese characters discourse that has been read. Reading Balinese characters discusses the meaning of Balinese characters, <i>pasang aksara Bali</i> , Balinese characters discourse found in school textbooks, print media and electronic media, <i>lontar</i> script, which includes the meaning of <i>lontar</i> , procedures for reading <i>lontar</i> script with different types/characters of writing. Activities in this course include studying Balinese characters and <i>pasang aksara Bali</i> , reading Balinese characters discourses starting from discourses on school textbooks, electronic media to <i>lontar</i> . The assessment process is conducted by looking at students' activeness, completeness of tasks, Midterm test with problem-based and Final test with project-based.
17.	<i>Nyurat Aksara Bali</i> (Writing Balinese Script)	After taking this course, students can theoretically and practically know and understand Balinese characters writing and writing Balinese characters properly and correctly according to <i>pasang Aksara Bali</i> on <i>lontar</i> , paper, or the Bali Simbar application. Assessment in this course is carried out in the form of: (1) attitude and participation assessment, (2) project-based assessment of assignments, (3) Mid-semester test, (4) Final semester test.
18.	Language Research	This course aims to provide mastery of knowledge and skills developed in Balinese language education study programs related to Language Research Methods. The activities carried out are: (1) students are given theoretical concepts of Language Research Methods so that they become professionals, (2) students are given procedures or stages in conducting Balinese Language Research Methods, (3) students are given practice related to Research Methods Language. This course consists of: (1) the concept of

	Methods	General Balinese language speaking theory: the nature of Language Research Methods, characteristics, objectives, skills to conduct simple research. (2) basic skills of conducting research include analysis of Language Research Methods in general. Able to understand the types of research methods of agih, equivalent, broad technique, and reverse technique.
19.	Lesson Planning	The lesson planning course will provide students with knowledge in developing innovative learning tools. After following this course, students are able to compile and analyze learning tools. Lesson Planning discusses the concept of planning a lesson and the process of preparing learning tools. Lesson Planning discusses the systems approach in learning, the basic concepts of lesson planning, learning design models, and learning tools. The activities carried out in this lecture are understanding the concept of lesson planning, studying the process of preparing lesson plans, and developing innovative learning tools. The assessment process is carried out by looking at students' activeness, completeness of tasks, Midterm test with problem-based and final test with project.
20.	Textbook Study	After studying the textbook study course, students are able to understand the theoretical concepts of textbook study and can analyze textbooks. The textbook study discusses the meaning of textbook study, the function of textbook study, the importance of textbooks for teachers, the meaning of textbooks, the definition of teaching materials, the function of textbooks, the function of teaching materials, the way how to study textbooks, differences between textbooks and teaching materials, the feasibility of the textbook content, the feasibility of the textbook presentation, the feasibility of the language of the textbook, and the feasibility of the graphics of the textbook. Activities in this course include studying theoretical concepts, studying textbooks, analyzing textbooks, and presenting the results of the analysis. The assessment process is carried out by looking at students' activeness, completeness of tasks, presentations, Midterm test with problem-based and Final test with project-based.
21.		After studying the course of scientific writing, students understand the theoretical concepts of scientific writing, systematics of scientific writing and can produce a good and correct scientific work.

	Scientific Writing	Scientific writing discusses the meaning of scientific writing and types of scientific works, the differences between each type of scientific work, understanding, and systematics of making papers, articles, research proposals, and theses. Activities in this course include studying the theoretical concepts of scientific writing and producing a scientific work, including making papers, articles, and research proposals. The assessment is conducted by looking at students' activeness, completeness of tasks, Midterm test with problem-based and final test with project-based.
22.	Assessment And Evaluation	The Instructional Assessment and Evaluation course is a course that will provide students with knowledge about the assessment process in learning. After attending the Instructional Assessment and Evaluation, students can develop and analyze evaluation tools, both in the form of tests and non-tests. The Instructional Assessment and Evaluation course discusses the basic concepts of assessment and evaluation, types of evaluation tools, developing assessment instruments, and analyzing evaluation tools. Activities in this course include learning the basic concepts of assessment, types of evaluation tools, compiling assessment instruments, and conducting instrument analysis (validity and reliability). The assessment is conducted by looking at activity, completeness of assignments, Midterm test, and final test with products.
23.	<i>Pranata Bali</i> (Ethics In Balinese Culture)	<i>Pranata Bali</i> course is a core study course that aims to understand macro aspects of Balinese language learning, particularly regarding a set of norms integrated into Balinese linguistic activities. Activities carried out by students in learning include: studying in small groups, conducting discussion, making observations, identifying problems, solving problems, finding sources <i>online</i> , compiling assignments in groups, and group presentations. The assessment is carried out in the form of individual tests (Midterm test and Final test), task completeness, attendance, and attitude assessment.
24.	<i>Tata Lengkara</i>	The <i>tata lengkara</i> course examines the nature and studies of syntax that analyze aspects of sentence structure in Balinese. Through learning this course, students: (1) have knowledge of the nature, object of study and basic concepts of syntax, (2) have knowledge of the elements of Balinese sentences, (3)



	(Balinese Syntax)	have knowledge of Balinese sentence patterns, (4) have knowledge of the types of sentences in Balinese.
25.	Fiction Writing	<p>The fiction-writing course provides students with an understanding of being a novice fiction writer. After attending the fiction-writing course, students can understand the stages in writing a literary work and apply experiences through writing literary works. The fiction-writing course discusses the relationship between writing skills and other language skills, values in writing, writing factors, developing the intrinsic elements of literary works, and making literary works. Activities in fiction writing courses include understanding the basic concepts of writing literary works and producing Balinese literary works. The assessment process is carried out by looking at students' activeness, completeness of assignments, midterm test with problem-based and final test with projects.</p>
26.	Instructional Strategy	<p>After taking this course, students can examine and analyze the nature and meaning of instructional strategy and identify various efforts to manage external factors so that effective, efficient, and goal-directed learning occurs to achieve optimal learning outcomes. Analyzing the taxonomy of variables in learning (learning objectives and characteristics of the field of study, constraints, characteristics of students. Instructional organization strategies, learning delivery strategies, learning management strategies). Assessment in this course is carried out in the form of: (1) attitude and participation assessment, (2) project-based assessment of assignments, (3) Mid-semester test, (4) Final semester test.</p>
27.	Balinese Language Discourse	<p>The Balinese Language Discourse course examines how Balinese speakers construct language (discourse) to communicate, how speakers compose linguistic messages for interlocutors, and how interlocutors interpret linguistic messages. Through this course, students: (1) have knowledge and skills about how humans use language to communicate, how speakers compose linguistic messages for interlocutors and how interlocutors work on/interpret linguistic messages, (2) have knowledge of the elements of linguistics that builds a discourse, and the types of relationships between language elements, (3) and have the knowledge and skills to</p>

		analyze and understand the types of discourse in Balinese.
28.	<i>Masanin Teks Lontar</i> (Lontar Script Translation)	After attending this course, students can know the nature of translation, translate <i>lontar</i> text properly and correctly, and translate <i>lontar</i> manuscripts. Assessment in this course is carried out in the form of: (1) attitude and participation assessment, (2) project-based assessment of assignments, (3) Mid-semester test, (4) Final semester test.
29.	<i>Nyurat Lontar</i> or Palm Leaves Writing	Students can know the nature of <i>Nyurat lontar</i> and can write <i>lontar</i> properly and correctly according to the rules of writing. First, students are given the theory of writing on palm leaf from how to hold the palm leaf, <i>penggrupak</i> , and given knowledge about the tools used to write palm leaf. The learning method used in this lecture is Problem-based and Project-based learning. Assessment in this course is carried out in the form of: (1) attitude and participation assessment, (2) project-based assignment assessment, (3) Mid-semester test, (4) Final semester test.
30.	<i>Sastra Bali Anyar</i> (Modern Balinese Literature)	The Modern Balinese literature course provides knowledge to students on the development of new Balinese literature. After studying the Modern Bali Literature course, students understand well the concepts and theories of Modern Balinese literature and are able to analyze the structure of Modern Balinese literature properly. Modern Balinese Literature discusses the development of modern Balinese literature from the beginning of its emergence and the development of literary themes, literary forms, and elements of the formation of literary works. Activities in this course include studying the development, form, and elements of Modern Balinese literature and analyzing the structure of literary works. The assessment process is conducted by looking at students' activeness, completeness of assignments, Midterm test, and final test based on problems.
31.	Non-Fiction	The non-fiction writing course provides scientific writing knowledge as a beginner in producing written works. After taking the non-fiction writing course, students are able to understand the concept of writing

	Writing	non-fiction works, apply theories and concepts of non-fiction writing and produce a non-fiction work. The non-fiction writing course discusses the basic concepts in writing essays, types of non-fiction works, stages of writing non-fiction works. The activities of this course are understanding the concept of non-fiction writing with a religious and disciplined attitude, applying writing theory to study non-fiction works, produce non-fiction works by utilizing the mastery of science and technology. The assessment process is carried out by looking at students' activeness, completeness of assignments, Midterm test with problem-based and finaltest with projects.
32.	<i>Drama</i> (Theater)	A drama course is a course that presents art in traditional and modern performances. Drama is an effort to actualize the ability to express, which is carried out systematically by paying attention to the aesthetic side of a performance. Activities carried out by students in learning include: listening to the lecturer's explanation about drama and training a drama. The assessment is carried out in individual tests (Mid test, Final test/Drama Performance), completeness of tasks, attendance, and attitude assessment.
33.	Sociolinguistics	The material covered in this course is the terminology and basic concepts of sociolinguistics, the object of sociolinguistic study, and research in sociolinguistics. In addition, the material covered in this course is a discussion of various sociolinguistic study results and their implications. Through learning this course, students can: 1. understand the basic concepts of sociolinguistics; 2. explore what forms of language variation, how, and why language varies with an emphasis on social context; 3. explore the implications of language variation on language use and language mastery; 4. apply sociolinguistic approaches, methods, and techniques in educationalresearch.
34.	Microteaching	After studying microteaching courses, students understand the theoretical concepts of microteaching, basic teaching skills, and later can teach students well. Microteaching discusses the meaning of microteaching, characteristics of microteaching, microteaching objectives, benefits of microteaching, and implementation models of microteaching, basic teaching skills, which include: questioning skills, reinforcement skills, variation skills, explaining skills, opening and

		<p>closing skills lessons, skills to guide small group discussions, skills to teach small groups and individuals, and skills to manage classes. Activities in this course include studying the theoretical concepts of microteaching, making lesson plans, and teaching practice. The assessment used is by looking at activity, completeness of tasks, mid-test with problem-based and final test with project-based.</p>
35.	Educational Statistics	<p>This course is an auxiliary science in solving and processing numerical data in education, in particular: (1) helping to process scores or scales of student learning outcomes in the form of numbers descriptively, (2) helping to process numerical data from educational research results to obtain inference/fitting conclusion.</p>
36.	Entrepreneurship	<p>By following the Civics course, students can define entrepreneurship and entrepreneurship, describe the entrepreneurial theory, and produce entrepreneurial products. Entrepreneurship courses are courses that aim to broaden students' knowledge about entrepreneurship. Every individual has an entrepreneurial spirit; this entrepreneurial spirit is guided and directed so that later students can become reliable entrepreneurs and compete in the business world. After students recognize these potentials, they must realize them in the form of goods or services sold. Here, students work in production groups, prepare promotions, and trade in strategies they consider by their respective products. The achievement of knowledge assessment measures students' ability to master learning materials, attitude assessment, and skills assessment carried out by oral tests, written tests, and assignments.</p>
37.	Balinese Script Computerization	<p>The Balinese script computerization course examines the Balinese Computerized script study's theoretical basic concepts, methods, and philosophy. Through learning this course, students: (1) know Balinese script about computer science, (2) can analyze elements of Balinese script and elements in computer systems involved in computerizing Balinese script, (3) can analyze aspects of computerized Balinese script based on various contexts of Balinese language usage, and (4) have skills in forming various new word formations in line with the need for new words in the dynamics of the sociocultural life of Balinese speakers.</p>

38.	Balinese Language Counseling	The Balinese language extension course is a core science course aimed at understanding the essence of language extension activities in maintaining and developing the Balinese language. Activities carried out by students in learning include: studying in small groups, discussing, observing, identifying problems, solving problems, searching for online resources, compiling assignments in groups, and group presentations. The assessment is carried out in individual tests (Mid-test, Final test), task completeness, attendance, and attitude assessment.
39.	<i>Alih Aksara Bali (Balinese Script Transliteracy)</i>	After taking this course, students will know the nature of <i>Lontar</i> Text Transliteration and translate papyrus text into Latin letters correctly and adequately. Learning activities in this course include three forms of activities: (1) face-to-face activities in the form of discussion lectures and group presentations, (2) structured assignments in the form of assignments, both group and individual assignments, (3) independent assignments in the form of deepening and exploring. Material related to the transliteration of <i>lontar</i> texts. Assessment in this course is carried out in the form of (1) attitude and participation assessment, (2) project-based assignment assessment, (3) Mid-test, (4) Final test.
40.	<i>Tembang (Traditional Javanese Poetry)</i>	<i>Tembang</i> course aims to equip students with knowledge and competence in <i>macapat tembang</i> (a combination of words with specific standards and readers using the arrangement of sound or tone art) as part of Balinese literature using the Old Javanese language. Several aspects are emphasized in this course, namely, the concept of <i>geguritan</i> (Balinese literary works) as part of literature, the study of <i>geguritan</i> texts, techniques, and practices for developing <i>geguritan</i> . In the practical aspect, students are invited to read the <i>geguritan</i> according to the correct rules (on the <i>lingsa</i> ). There are several types of <i>geguritan</i> : the minimum competencies that must be achieved, namely <i>ginada</i> , <i>ginanti</i> , <i>sinom</i> , <i>semarandhana</i> , <i>maskumambang</i> , and <i>durma</i> .
41.	Journalism*	Journalism course examines processes in reporting; activities to prepare, search, collect, process, present, and disseminate the news through periodic media to the broadest possible audience by using Balinese as the medium of delivery. Through this course, students: (1) know the basic concepts, forms, and history of journalism in Indonesia and the world, (2) know the basic concepts of news writing, (3) have knowledge of

		techniques in writing news (4) has skills in applying processes in journalism to produce various forms of journalistic work in the Balinese language.
42.	<i>Kepewaraan</i> (Hosting)*	By taking civics lectures, students will be able to conclude the narrator's meaning, detail the theory of civics, design civic events, and appear as presenters in various kinds of events. This course teaches students about the purpose and scope of presenters, is introduced to theories of self-training in charities, learns to design event plans that require presenters, and trains themselves to appear as presenters in various events. The ability of students to master learning materials is measured by the achievement of knowledge assessment, attitude assessment, and skills assessment carried out by oral tests, written tests, assignments, and performance.
43.	<i>Ngewacen Sloka</i> Sloka Reading *	<i>Ngewacen Sloka</i> (Sloka Reading) course is a core scientific course to understand the essence of manuscript preservation in language defense. Activities carried out by students in learning include: studying in small groups, discussing, observing, identifying problems, solving problems, searching for online resources, compiling assignments in groups, and group presentations. The assessment is carried out in individual tests (Mid-test, Final test), task completeness, attendance, and attitude assessment.
44.	<i>Basa</i> <i>Parikrama</i> <i>Budaya Bali</i> * (Cultural Language)	Balinese culture is a culture that has a tremendous appeal to the world community. Bali has repeatedly occupied the best island globally in various survey results from world institutions, even by its culture. Students need to learn Balinese culture to fully understand the language system and vice versa. In this Cultural (Bali) course, students are first introduced to cultural theories from various cultural experts. Next, the elaboration of artistic elements and forms of culture (Bali) is explained following Koentjaraningrat's cultural theory. In this cultural lecture, students are also introduced to the human races of the archipelago, Balinese spatial planning as stated in the Balinese spatial and building texts ( <i>Hasta Bhumi</i> and <i>Hasta Kosala-Kosali</i> ), and then introduced to the Balinese calendar system called <i>Wariga</i> such as contained in the <i>Wariga</i> texts ( <i>Wariga Bhagawan Garga</i> and <i>Wariga Krimping</i> ). After understanding the traditional Balinese spatial pattern, students will make a floor plan of their dream house respectively in the perspective of <i>Hasta Bhumi</i> and <i>Hasta Kosala-Kosali</i> (house building layout according to

		Balinese tradition) After understanding the Balinese <i>Wariga</i> Traditional Calendar system, students will make <i>Hala-Hayu Padewasan</i> (looking for a good day in balinese tradition) and present the results. At the end of the lecture, all the <i>Wariga</i> group assignments will be combined and compiled into a <i>Hala-Hayu Padewasan</i> guide for the next six months.
45.	Balinese Literacy *	This course is literacy, which is a course that seeks to improve students' abilities and skills in the fields of reading, writing, listening, and speaking, as well as digital-based using information technology will also be given elementary health-based literacy related to <i>Usada Bali</i> . It aims to provide mastery of knowledge and skills developed in Balinese language education study programs. The activities carried out are: (1) students are improved in the fields of reading, writing, listening, and speaking so that they become professional and have high competitiveness, (2) students are given communication skills and general communication technology in Balinese, (3) students are given training related to health literacy related to <i>Usada Bali</i> .
46.	Philology	The philology course is a core scientific course that aims to understand the theoretical aspects of manuscripts in the Balinese language treasures. Activities carried out by students in learning include: studying in small groups, discussing, observing, identifying problems, solving problems, searching for online resources, compiling assignments in groups, and group presentations. The assessment is carried out in individual tests (Mid-test, Finaltest), task completeness, attendance, and attitude assessment.
47.	<i>Wirama (Traditional Javanese Poetry )</i>	The <i>Traditional Javanese Poetry</i> course is a course that aims to equip students with knowledge and competence in the field of <i>traditional javanese poetry</i> as part of Balinese literature using the Old Javanese language. Several aspects are emphasized in this course: the concept of <i>kakawin</i> as part of literature, the study of <i>kakawin</i> texts, techniques, and practice of reading <i>wirama</i> . In the practical aspect, students are invited to read <i>kakawin</i> according to the correct rules ( <i>guru laghu</i> ). Several types of rhythms ( <i>wirama</i> ) are the minimum competencies that must be achieved, namely <i>wirama Sronca, Mandamalon, Swandewi, Indrawangsa, Basanta</i>

		<i>Tilaka Widara Gumulung, Wirat Jagadhita, Mredukomala, Pratwitala, and Sardula Wikridhita.</i>
48.	PLP (Teaching Practicum) 1	<p>This course aims to provide opportunities for students to understand, analyze, and evaluate educational practices in educational units. The study materials in this course are (1) school culture, (2) organizational structure and governance in schools, (3) rules and regulations for implementing education in schools, (4) formal ceremonial activities in schools, (5) routine activities in the form of curricular, co-curricular, and extracurricular, and (6) positive habituation practices and habits at school. Learning activities are carried out face-to-face on campus and orientation- observation in education units. The assessment is given by considering aspects of attendance on campus and in the education unit, reports on the implementation of activities, and oral exams. The implementation of PLP 1 is carried out with a block system. The study load of 1 credit can be completed in 8 days with 6 hours each per day (1 hour = 60minutes). Of the 8 (eight) days, 25% or about 2 (two) days, the learning process is carried out on campus to provide orientation and debriefing for students. Meanwhile, 75% or 6 (six) days of the learning process are carried out in partner schools to make observations.</p>
49.	PLP (Teaching Practicum) 2	<p>This course aims to provide opportunities for students to understand, analyze, and evaluate the implementation of learning and non-teaching activities in the educational unit environment and provide teaching administration experiences based on the ability to design learning practices and conduct evaluations. The study materials in this course are (1) curriculum analysis; (2) preparation of learning tools (RPP, media, worksheets, teaching materials, assessment instruments); (3) implementation of learning activities using a variety of learning strategies and learning media; (4) class management; (5) the use of learning information and communication technology; (6) implementation of learning assessment and evaluation; (7) management of co-curricular and extra-curricular activities; and (8) teacher administration work. Learning activities are conducted through face-to-face meetings on campus, orientation-observation in education units, learning activities in schools, and non-teaching activities carried out independently and in groups. The assessment is given by considering aspects of the ability to carry out learning and non-teaching activities, reports on the implementation of activities, and oral exams. The implementation of PLP 2 is carried out with a block</p>



		system. The learning load of 3 credits can be completed in 256 effective hours for two months.
50.	KKN (Community Engagement)	<p>The KKN course is one of the compulsory subjects in the undergraduate programme, both educational and non- educational. As a mandatory subject, KKN aims to give students direct experience in applying and integrating the knowledge they have mastered to solve problems in society. More specifically, KKN has the objectives to</p> <ol style="list-style-type: none"> <li>1) Provide valuable learning experiences to students through their involvement in the community to find, formulate, study, recognize the potential of the target community, organize the community, solve and tackle community development problems rationally, fostering motivation. to take advantage of one's abilities;</li> <li>2) Provide opportunities for students to develop their thinking based on Science, Technology, and Arts (STA);</li> <li>3) Prepare development cadres;</li> <li>4) Increase students' empathy and concern for the problems faced by the community;</li> <li>5) Increasing maturity and personality, namely (a) nationalism and the spirit of Pancasila, (b) tenacity, work ethic, and responsibility, and (c) independence, leadership, and entrepreneurship as well as broadening students' horizons;</li> <li>6) Improve national competitiveness; and</li> <li>7) Improving the spirit of researchers, especially in terms of (a) data exploration and analysis, (b) encouraging learning community and learning society</li> </ol>
51.	Manuscript Conservation*	The manuscript conservation course is a core study course to understand the essence of manuscript preservation in language defense. Activities carried out by students in learning include: studying in small groups, discussing, observing, identifying problems, solving problems, searching for online resources, compiling assignments in groups, and group presentations. The assessment is carried out in individual tests (Middle Test, Final Test), task completeness, attendance, and attitude assessment.
52.	Seminar	<p>This course is a course aimed at providing mastery of knowledge and skills developed in the Balinese language education study programme. The activities carried out are:</p> <ol style="list-style-type: none"> <li>(1) students are given theoretical seminar concepts so that they become professionals,</li> <li>(2) students are given the skills to make research proposals in Balinese,</li> <li>(3) students are given training related to the presentation of proposals made to be used as thesis and research. other relevant.</li> </ol> <p>This course consists of: (1) the concept of seminar theory: the nature of the seminar, the characteristics of a seminar in accordance with good seminar procedures.</p>

		(2) basic skills in making research proposals which include: making an introduction consisting of background, identification of problems, problems, objectives, benefits in research, making a relevant theoretical basis in research, and relevant methods in research that will be designed into a thesis or relevant language research.
53.	Thesis	This course aims to guide students to focus on writing a thesis which begins with identifying problems, providing solutions to research problems, carrying out research to testing research results. This course also demands the ability of students to be able to write articles and publish research results in national journals
54.	Religion	
55.	Pancasila	
56.	English	
57.	Bahasa Indonesia	
58.	Civic Education	
59.	WP (Working Practicum Educatonal Study Programme, (Outside Productive)	