





SEMESTER LESSON PLAN (RPS)
(ETHICS IN BALINESE CULTURE)



Lecturer:

I Wayan Gede Wisnu, S.S., M. Si.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
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<p>Created By:</p>  <p>I Wayan Gede Wisnu, S.S., M. Si. NIP.198403172008012002</p>	<p>Review By:</p>  <p>Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002</p>	<p>Approved By:</p>  <p>Ida Bagus Rai, S.S., M.Pd. NIP.196802042008011009</p>
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Name of Study Programme : Balinese Language Education</p> <p>Course Name : Ethics in Balinese Culture</p> <p>Course Code : BLIS120306</p> <p>Course Group : Core Study Courses</p> <p>Credit Hours : 2</p> <p>Degree : Bachelor Degree</p> <p>Semester : Odd</p> <p>Prerequisites : -</p>		

Status (compulsory/elective) : Compulsory
Name and code of lecturer : I Wayan Gede Wisnu, S.S., M. Si.

2. Course Description

This course is a core study course that aims to understand macro aspects in Balinese language learning, especially about norms integrated into the Balinese people's linguistic activities. Activities carried out by students in learning include: studying in senior high school groups, discussing, making observations, identifying problems, solving problems, finding sources *online*, compiling assignments in groups, and group presentations. The assessment is carried out in individual tests (mid-exam, final exam), task completeness, attendance, and attitude assessment.

3. Learning Outcomes of Study Programmes Referred to

ATTITUDE	
PLO1	Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics;
KNOWLEDGE	
PLO2	Mastering educational theory, Balinese language science, and Balinese language education in general;
PLO3	Mastering the learning theory and content of Balinese language 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;
PLO4	Mastering research and development theory to improve the quality of Balinese language education in schools;

GENERAL SKILLS

PLO5	Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;
PLO6 thinki ng	Able to apply logical, critical, systematic, and innovative in the context of the development or implementation of science and technology that pays attention to and applies humanities values following their field of expertise;

SPECIFIC SKILLS

PLO7	Able to plan, implement and evaluate/assess Balinese language learning by utilizing various science and technology-based learning resources;
PLO8	Able to design learning technology systems/models, produce learning media, utilize learning media, control learning systems/models, and be able to evaluate the implementation of Balinese language learning systems/models;
PLO9	Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

4. Learning Outcomes of Subject

PLO1	Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics;
PLO2	Mastering educational theory, Balinese language science, and Balinese language education in general;

PLO5

Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;

5. Description of Lesson Plans

Meeting	Indicators of Learning Outcomes	Subjects Study Materials	Learning Forms	Time of	Assignments and Assessment	Referrals
1	<p>Student can explain</p> <ol style="list-style-type: none"> Objectives of the course Scope of the course Policy on lecture implementation Policy on assessment of learning outcomes Tasks to be completed The textbooks used and other learning resources Other things that are essential in the implementation of lectures. 	<ol style="list-style-type: none"> Objectives of the course Scope of the course Policy on lecture implementation Policy on assessment of learning outcomes Tasks to be completed 	Discussion Question and Answer	<p>Course objectives 2.</p> <p>Course 2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independent</p>	Assessment of activity in question and answer and discussion	
2	<p>Students can explain the meaning of Balinese <i>pranata</i>.</p>	Understanding of Balinese <i>pranata</i> .	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60	Assessment of activity in question and answer and	1. Tim Peneliti Fakultas Sastra Universitas

				structured minutes, 2x60 minutes independently	discussion	Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
3	Students can explain the purpose of Balinese <i>pranata</i>	Objectives of Balinese <i>pranata</i>	Discussion Questions and Answers	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently	Assessment of activity in question and answer and discussion	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I

						Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
4	Students can explain aspects of Balinese <i>pranata</i>	Aspects of Balinese <i>pranata</i>	Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in question and answer and discussion	1.Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. “Unda Usuk Bahasa Bali” (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
5	Students can explain the	Types of Balinese <i>pranata</i>	Discussion	2 x 50 minutes of	Assessment of activity in	1.Tim Peneliti Fakultas Sastra

	types of Balinese <i>pranata</i>		Questions and Answers	learning, 2 x 60 minutes structured, 2 x 60 minutes independent	question and answer and discussion	Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
6	Students can explain the objectives of Balinese <i>pranata</i>	Targets of Balinese <i>pranata</i>	Discussion Questions and Answers	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently	Assessment of activity in question and answer and discussion	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan.

						2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
7	Students can explain the development of Balinese <i>pranata</i> in daily life.	The development of Balinese <i>pranata</i> .	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independently.	<ul style="list-style-type: none"> Assessment of activity in question and answer and discussion 	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
8	MIDDLE SEMESTER EXAM					

9	Students can understand the meaning of <i>Awig-awig</i>	Understanding <i>Awig-awig</i>	Discussion Questions and Answers Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Tasks for each meeting Discussion Presentation Attendance	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
10	Students can structure of understanding the <i>Awig-awig</i>	Structure of <i>Awig-awig</i>	Discussion of Questions and Answers Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Assessment of activity in question and answer and discussion	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen

						Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
11	Students can analyze an <i>Awig awig</i>	A text of <i>awig awig</i>	Discussion FAQ (Frequently Asked Questions) Training	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes of	self-assessment activity in question and answer, discussion, and training	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.

12	Students understand meaning of <i>prarem</i>	Definition of <i>prarem</i>	Discussion Questions and Answers Training	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in question and answer, discussion, and training	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
13	Students can analyze a <i>prarem</i>	A text of <i>prarem</i>	Discussion FAQ Training	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes of	<ul style="list-style-type: none"> self-assessment activity in question and answer, discussion, and training 	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen

						Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
14	Students can understand the meaning of <i>sima</i> .	Definition of <i>sima</i> .	Discussion Questions and Answers Training	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in question and answer, discussion, and training 	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.

15	Students can analyze a <i>sima</i>	A text of <i>sima</i>	Discussion FAQ Training	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes of	self-assessment activity in question and answer, discussion, and training	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. “Unda Usuk Bahasa Bali” (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
16	<i>FINAL SEMESTER EXAM</i>					

6. List of References

Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. “Unda Usuk Bahasa Bali” (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan.
Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.

7. Appendix 1:

Teaching Resources: Module

8. Appendix 2:

Evaluation: Process assessment (attitude, participation, completion of tasks), Product assessment (mid-exam, final exam)

9. ASSESSMENT (criteria, indicators, and weights)

A. Process Assessment (weight 60%)

1. Attitude (refers to the elaboration of a general description, 10%)

Attitude	Score				
	100-85	84-70	69-55	54-40	39-0
Discipline					
Responsibility					
Active					
Interaction Ability					
Motivation					

2. Participation and activities in the learning process (10%)

Participation and Instructional Process Activities	Score				
	100-85	84-70	69-55	54-40	39-0
Presence					
Assignment					
Presentation					

3. Completion of tasks

<p>Assignment</p> <p>Explore activities that help strengthen the Balinese language in the community. Write an essay describing and discussing these efforts, supported by details from your research on the topic.</p>
<p>Scoring rubric</p> <p>Clarity and Organization:</p> <p>0 points: The essay lacks coherence and clarity, making it difficult to follow.</p> <p>1 point: The essay is somewhat organized but lacks clear structure and logical flow.</p> <p>2 points: The essay is well-organized with a clear introduction, body paragraphs, and conclusion.</p>

3 points: The essay is highly structured, with a clear introduction, well-developed body paragraphs, and a concise conclusion.

Detail and Explanation:

0 points: Insufficient details are provided, and concepts are not adequately explained.

1 point: Some details are included, but they are vague or lack depth in explanation.

2 points: Relevant details are provided, and concepts are adequately explained.

3 points: The essay includes comprehensive details and thorough explanations of key concepts, supported by evidence from the literature review.

Analysis and Critical Thinking:

0 points: Limited analysis or critical thinking evident in the essay.

1 point: Some attempt at analysis, but lacks depth or critical evaluation.

2 points: Analysis is present, with some critical evaluation of the discussed initiatives.

3 points: The essay demonstrates a high level of critical thinking and analysis, offering insightful evaluations and comparisons of the initiatives.

Use of Literature Review:

0 points: The essay does not incorporate or reference the literature review effectively.

1 point: Minimal integration of literature review, with little relevance to the discussion.

2 points: The essay integrates relevant information from the literature review to support arguments.

3 points: The essay effectively utilizes the literature review, incorporating key findings and insights to strengthen the discussion of Balinese language strengthening activities.

Language Proficiency and Style:

0 points: Poor language proficiency, with numerous grammatical errors and unclear expression.

1 point: Basic language proficiency, with some grammatical errors and awkward phrasing.

2 points: Good language proficiency, with minor grammatical errors and clear expression.

3 points: Excellent language proficiency, with no or very few grammatical errors and a sophisticated writing style.

4. Cognitive Assessment (40% weight)

A. Midterm Exam

Midterm Exam Questions

1. What do you think about the existence of the Balinese language today?
2. What is your vision regarding the sustainability, survival, and meaningfulness of the Balinese language?
3. What benefits do you get when learning Balinese language structures related to everyday life?

Midterm Scoring Rubric

Clarity and Relevance:

0 points: Response is unclear or completely irrelevant.

1 point: The response is somewhat clear but lacks relevance to the question.

2 points: The response is clear and somewhat relevant to the question.

3 points: The Response is clear, focused, and directly addresses the question.

Depth of Analysis:

0 points: No analysis provided or very superficial analysis.

1 point: Limited analysis with minimal depth.

2 points: Adequate analysis with some depth but lacking in critical thinking.

3 points: Comprehensive analysis with deep insights and critical thinking demonstrated.

Supporting Evidence or Examples:

0 points: No supporting evidence or examples provided.

1 point: Limited or weak supporting evidence/examples.

2 points: Adequate supporting evidence/examples provided.

3 points: Strong, relevant, and well-explained supporting evidence/examples.

Language Proficiency:

0 points: Poor language proficiency, with numerous grammatical errors and unclear expressions.

1 point: Basic language proficiency, with some grammatical errors and unclear expressions.

2 points: Good language proficiency, with minor grammatical errors and clear expression.

3 points: Excellent language proficiency, with no or very few grammatical errors and clear, concise expression.

B. Final Semester Exam

Final Exam Question

Create a Balinese language outreach/seminar activity via offline or online media.

Final Exam Scoring Rubric

Creativity and Innovation:

- 0 points: Lack of creativity or innovation, generic ideas.
- 1 point: Limited creativity, ideas are somewhat original but not very engaging.
- 2 points: Moderate creativity, some original ideas that engage the audience.
- 3 points: High level of creativity and innovation, unique and engaging ideas that captivate the audience.

Relevance and Alignment with Objectives:

- 0 points: Activity is not relevant to promoting Balinese language or doesn't align with the objectives.
- 1 point: Some relevance to promoting the Balinese language, but objectives are not clearly defined.
- 2 points: The activity is relevant to promoting the Balinese language, and objectives are somewhat defined.
- 3 points: The activity is highly relevant to promoting the Balinese language, and the objectives are clearly defined and aligned.

Audience Engagement:

- 0 points: Little to no engagement strategies, passive audience involvement.
- 1 point: Limited engagement strategies, audience involvement is minimal.
- 2 points: Some engagement strategies were used, and audience involvement was moderate.
- 3 points: Effective engagement strategies are employed, the audience actively participates and interacts with the activity.

Execution and Presentation:

- 0 points: Poor execution and presentation, lack of organization and professionalism.
- 1 point: Adequate execution and presentation, but improvements needed in organization and professionalism.
- 2 points: Good execution and presentation, well-organized and professional.

3 points: Excellent execution and presentation, highly organized, and professional with attention to detail.

Impact and Effectiveness:

0 points: Little to no impact, activity is not effective in promoting the Balinese language.

1 point: Limited impact, some aspects of the activity are effective but the overall impact is weak.

2 points: Moderate impact, activity is somewhat effective in promoting the Balinese language.

3 points: High impact and effectiveness, the activity significantly contributes to promoting the Balinese language and achieves its objectives.

C. Assessment Reference: using the Five Scale Range

percentile score	scale value	letter value
85 - 100	4,00	A
81 - 84	3,75	A-
77 - 80	3, 25	B+
73 - 76	3,00	B
69 - 72	2,75	B-
65 - 68	2,50	C+
61 - 64	2,00	C
40 - 60	1,00	D
0 - 39	0,00	E