

1st SEMESTER

**SEMESTER LESSON PLAN
(Educational Insight)**



Lecturers:

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BALINESE LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN		No. Doc: FBS PBB-RPS-109
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	BLIS120109		Pages: 20 Pages
<p>Created By:</p>  <p>Ida Ayu Putu Purnami, S.S., M.Pd. NIP.198403172008012002</p>	<p>Reviewed 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

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Educational Insights
Course Code	: BLIS120109Credits
Course Group	: Core Study Courses
Credit Hours	: 2
Degree	: Bachelor Degree
Semester	: Odd
Prerequisites	: -
Status (compulsory/elective)	: Compulsory
Name and code lecturer	: Ida Ayu Putu Purnami, S.S., M.Pd.

2. Course Description

After studying the educational insight course, students are able to understand the theoretical concepts of educational insight, the role of the teacher in the 21st century, apply the theory of educational insight to the learning process. Educational insight discusses human beings 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 (Technological Pedagogic Content Knowledge)-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 process is conducted by looking at activity, completeness of tasks, Middle Semester Test with problem-based and Final Semester Test with project-based.

3. Learning Outcomes of Study Programme's Referred to

ATTITUDE

PLO1 Showing 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

PLO 2 Mastering educational theory, Balinese language science, and Balinese language education in general;

PLO 3 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;

PLO 4 Mastering research and development theory to improve the quality of Balinese language education in schools;

GENERAL SKILLS

PLO 5 Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;

PLO 6 Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;

SPECIFIC SKILLS

- PLO 7** Being able to plan, implement, and evaluate/assess Balinese language learning by utilizing various IPTEKS or *Ilmu Pengetahuan Teknologi dan Seni* (Science Technology and Arts) based learning resources;
- PLO 8** Being able to design learning technology systems/models, produce learning media, utilize learning media, control learning systems/models, and evaluate the implementation of Balinese language learning systems/models;
- PLO 9** Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

4. Course Learning Outcomes

- PLO1 Showing 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 Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;

5. Lesson Plan Description

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Form	Time	Assignment and Assessment	References
1	<p>Students are able to understand:</p> <ul style="list-style-type: none"> • Lecture contracts • Educational Insight material in general education 	<ul style="list-style-type: none"> • Lecture contracts • Educational Insight material in general education 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Ahmadi, Rulam. 2017. Pengantar Pendidikan: Asas & Filsafat Pendidikan. Yogyakarta: Ar-Ruzz Media (Ref. A)</p> <p>Juhri. 2013. Landasan dan Wawasan Pendidikan: Suatu Pendekatan Kompetensi Guru. Metro: Lembaga Penelitian UM Metro Press (Ref. B)</p>

2	<p>Students are able to understand and explain human and education nature, including:</p> <ul style="list-style-type: none"> • The nature of human being • The dimensions of human nature • The characteristics of Human being • The nature of education • The purpose of education • Educational elements • Education level in Indonesia • The relationship between human 	<ul style="list-style-type: none"> • The nature of human being • The dimensions of human nature • The characteristics of Human being • The nature of education • The purpose of education • Educational elements • Education level in Indonesia • The relationship between human being and education 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Ahmadi, Rulam. 2017. Pengantar Pendidikan: Asas & Filsafat Pendidikan. Yogyakarta: Ar-Ruzz Media (Ref. A)</p> <p>Juhri. 2013. Landasan dan Wawasan Pendidikan: Suatu Pendekatan Kompetensi Guru. Metro: Lembaga Penelitian UM Metro Press (Ref. B)</p>
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	beings education					
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3	<p>Students are able to understand and explain the streams of education, which includes:</p> <ul style="list-style-type: none"> • The definition of education genre • Beginning of education genre • Classical genre • Genre affecting the development • The influence of classical genre on Indonesia 	<ul style="list-style-type: none"> • □The definition of education genre • Beginning of education genre • Classical genre • Genre affecting the development • The influence of classical genre on Indonesia 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Ahmadi, Rulam. 2017. Pengantar Pendidikan: Asas & Filsafat Pendidikan. Yogyakarta: Ar-Ruzz Media (Ref. A)</p> <p>Juhri. 2013. Landasan dan Wawasan Pendidikan: Suatu Pendekatan Kompetensi Guru. Metro: Lembaga Penelitian UM Metro Press (Ref. B)</p>
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4	<p>Students are able to understand and explain the factors of education, which includes:</p> <ul style="list-style-type: none"> • The meaning of educational factors • Factors affecting education 	<ul style="list-style-type: none"> • The meaning of educational factors • Factors affecting education 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Ahmadi, Rulam. 2017. Pengantar Pendidikan: Asas & Filsafat Pendidikan. Yogyakarta: Ar-Ruzz Media (Ref. A)</p> <p>Juhri. 2013. Landasan dan Wawasan Pendidikan: Suatu Pendekatan Kompetensi Guru. Metro: Lembaga Penelitian UM Metro Press (Ref. B)</p>
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5	<p>Students are able to understand and explain the problems of education, which includes:</p> <ul style="list-style-type: none"> • The meaning of education problem • Factors affecting education problems • Examples of education problem 	<ul style="list-style-type: none"> • The meaning of education problem • Factors affecting education problems • Examples of education problem 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Ahmadi, Rulam. 2017. Pengantar Pendidikan: Asas & Filsafat Pendidikan. Yogyakarta: Ar-Ruzz Media (Ref. A)</p> <p>Juhri. 2013. Landasan dan Wawasan Pendidikan: Suatu Pendekatan Kompetensi Guru. Metro: Lembaga Penelitian UM Metro Press (Ref. B)</p>
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6	<p>Students are able to understand and explain the teaching profession, which includes:</p> <ul style="list-style-type: none"> • The meaning of the profession • The meaning of the teaching profession • Teacher's ethics code • Criteria for the teaching profession 	<ul style="list-style-type: none"> • The meaning of the profession • The meaning of the teaching profession • Teacher's ethics code • Criteria for the teaching profession 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Ahmadi, Rulam. 2017. Pengantar Pendidikan: Asas & Filsafat Pendidikan. Yogyakarta: Ar-Ruzz Media (Ref. A)</p> <p>Juhri. 2013. Landasan dan Wawasan Pendidikan: Suatu Pendekatan Kompetensi Guru. Metro: Lembaga Penelitian UM Metro Press (Ref. B)</p>
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7	<p>Students are able to understand and explain the competency of the teaching profession, which includes:</p> <ul style="list-style-type: none"> • The meaning of the teachers' competency • Forms of teacher competency 	<ul style="list-style-type: none"> • The meaning of the teachers' competency • Forms of teacher competency 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Mustari, Mohamad. 2014. Manajemen Pendidikan. Jakarta: PT. Rajagrafindo Persada. (Ref. C)</p>
8	<p><i>Middle Semester Test (problem-based)</i></p>					

9	<p>Students are able to understand and explain the role of the teaching profession, which includes:</p> <ul style="list-style-type: none"> • Teachers as an educators • Teacher as an instructor • Teachers as a mentors • Teachers as a leaders • Teachers as a learning manager • Teacher as a model or example • Teacher as an innovator 	<ul style="list-style-type: none"> • Teachers as an educators • Teacher as an instructor • Teachers as a mentors • Teachers as a leaders • Teachers as a learning manager • Teacher as a model or example • Teacher as an innovator • Teachers as a supporter of creativity • Teachers as an evaluators 	<ul style="list-style-type: none"> • Discussion • Questions and answers • Assignment 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion • Assessment of assignment 	<p>Daryanto, Karim Syaiful. 2017. <i>Pembelajaran Abad 21</i>. Gava Media : Yogyakarta. (Ref. H)</p>
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	<ul style="list-style-type: none"> • Teachers as a supporter of creativity • Teachers as an evaluator • Teachers as Culminator 	<ul style="list-style-type: none"> • Teachers as Culminator 				
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10	<p>Students are able to understand and explain the development efforts of teachers as educators, which include:</p> <ul style="list-style-type: none"> • The development efforts conducted by the teachers as an educator • Examples of teacher development programs as an educator • The basics in the development of the teaching 	<ul style="list-style-type: none"> • The development efforts conducted by the teachers as an educator • Examples of teacher development programs as an educator • The basics in the development of the teaching profession 	<ul style="list-style-type: none"> • Discussion • Questions and answers • Assignment 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion • Assessment of assignment 	<p>Daryanto, Karim Syaiful. 2017. <i>Pembelajaran Abad 21</i>. Gava Media : Yogyakarta. (Ref. H)</p> <p>Kurniasih, I & Sani, B. 2016. <i>Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru</i>. Yogyakarta: Kata Pena. (Ref. I)</p>
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	profession					
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11	<p>Students are able to understand and explain the education system in Indonesia, which include:</p> <ul style="list-style-type: none"> • The meaning of the education system • The education system in Indonesia at this time • The characteristics of education in Indonesia • The quality of education in Indonesia • The causes of the low quality 	<ul style="list-style-type: none"> • The meaning of the education system • The education system in Indonesia at this time • The characteristics of education in Indonesia • The quality of education in Indonesia • The causes of the low quality of education in Indonesia 	<ul style="list-style-type: none"> • Discussion • Questions and answers 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Mustari, Mohamad. 2014. Manajemen Pendidikan. Jakarta: PT. Rajagrafindo Persada. (Ref. C)</p>
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	of education in Indonesia					
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12	<p>Students are able to understand and explain the teachers in the 21st century, which include:</p> <ul style="list-style-type: none"> • The definition of the 21st century • The characteristics of the 21st-century teacher 	<ul style="list-style-type: none"> • The definition of the 21st century • The characteristics of the 21st-century teacher 	<ul style="list-style-type: none"> • Discussion • Questions and answers • Assignment 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion • Assessment of assignment 	<p>Daryanto, Karim Syaiful. 2017. <i>Pembelajaran Abad 21</i>. Gava Media : Yogyakarta. (Ref. H)</p> <p>Kurniasih, I & Sani, B. 2016. <i>Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru</i>. Yogyakarta: Kata Pena. (Ref. I)</p>
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13	<p>Students are able to understand and explain the roles of teachers in TPACK based learning, which includes:</p> <ul style="list-style-type: none"> • The meaning of TPACK • The ability that teachers must have in implementing TPACK • TPACK learning excellence • TPACK learning deficiency • TPACK challenges in learning 	<ul style="list-style-type: none"> • The meaning of TPACK • The ability that teachers must have in implementing TPACK • TPACK learning excellence • TPACK learning deficiency • TPACK challenges in learning 	<ul style="list-style-type: none"> • Discussion • Questions and answers • Assignment 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion • Assessment of assignment 	<p>Aqib Zaenal. 2016. <i>Model –Model, Media dan Strategi Pembelajaran Kontekstual (Inovatif)</i>. Yrama Widya. Bandung (Ref. G)</p> <p>Kurniasih, I & Sani, B. 2016. <i>Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru</i>. Yogyakarta: Kata Pena. (Ref. I)</p>
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14	<p>Students are able to understand the teacher certification, which includes:</p> <ul style="list-style-type: none"> • The meaning of teacher certification • The type, purpose, and benefits of teacher certification • Teacher certification legal basis • Procedures for implementing teacher certification 	<ul style="list-style-type: none"> • The meaning of teacher certification • The type, purpose, and benefits of teacher certification • Teacher certification legal basis • Procedures for implementing teacher certification 	<ul style="list-style-type: none"> • Discussion • Questions and answers 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Mustari, Mohamad. 2014. <i>Manajemen Pendidikan</i>. Jakarta : PT. Rajagrafindo Persada. (Ref. C)</p>
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15	By reviewing the educational insight course material, students understand the lecture material and are ready to take the final semester test.	Lecture material of educational insight	<ul style="list-style-type: none"> • Discussion • Questions and answers 	2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Juhri. 2013. Landasan dan Wawasan Pendidikan: Suatu Pendekatan Kompetensi Guru. Metro: Lembaga Penelitian UM Metro Press (Ref. B)</p> <p>Ahmadi, Rulam. 2017. Pengantar Pendidikan: Asas & Filsafat Pendidikan. Yogyakarta: Ar-Ruzz Media (Ref. A)</p>
16	FINAL SEMESTER TEST (project-based)					

6. References

A. Ahmadi, Rulam. 2017. Pengantar Pendidikan: Asas & Filsafat Pendidikan. Yogyakarta: Ar-Ruzz Media

- B. Juhri. 2013. *Landasan dan Wawasan Pendidikan: Suatu Pendekatan Kompetensi Guru*. Metro: Lembaga Penelitian UM Metro Press
- C. Mustari, Mohamad. 2014. *Manajemen Pendidikan*. Jakarta: PT. Rajagrafindo Persada.
- D. Sanjaya, H. Wina. 2013. *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana Prenadamedia Group
- E. Suprihatiningrum, Jamil. 2016. *Strategi Pembelajaran Teori dan Aplikasi*. Yogyakarta: Ar-Ruzz Media.
- F. Suprihatiningrum, Jamil. 2016. *Strategi Pembelajaran Teori dan Aplikasi*. Yogyakarta: Ar-Ruzz Media.
- G. Aqib Zaenal. 2016. *Model –Model, Media dan Strategi Pembelajaran Kontekstual (Inovatif)*. Yrama Widya. Bandung
- H. Daryanto, Karim Syaiful. 2017. *Pembelajaran Abad 21*. Gava Media : Yogyakarta.
- I. Kurniasih, I & Sani, B. 2016. *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru*. Yogyakarta: Kata Pena.

7. Appendix 1: Teaching Resources: Modules, Powerpoint handouts.

8. Appendix 2: Test questions, performance test, rubrics, observation sheets

SEMESTER LESSON PLAN
LEARNERS DEVELOPMENT







Lecturers:

Ida Ayu Sukma Wirani, S.S., M.Pd

Ida Ayu Putu Purnami, S.S.,M.Pd

Ida Bagus Made Ludy Paryatna, S.S.,M.Pd

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
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NIP.198403172008012002		
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Leaners Development
Course Code	: BLIS120110
Course Group	: Core Study Courses
Credit Hours	: 2
Degree	: Bachelor Degree
Semester	: Odd
Prerequisites	: -
Status (Compulsory/elective)	: Compulsory
Name and code of lecturer	: Ida Ayu Putu Purnami, S.S., M.Pd.

2. Course Description

After studying the learners' development course, students are able to understand the theoretical concepts of learners' development, analyze learners' problems, and understand the role of the teacher in facilitating learners' development. The development of learners discusses the meaning 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 learners. Activities in this course include studying learners' development, analyzing learners' problems, and understanding the role of teachers in facilitating learners' development. The assessment process is conducted by looking at activity, completeness of tasks, Middle Semester Test with problem-based and Final Semester Test with project-based.

3. Learning Outcomes of Study Programs Referred to

ATTITUDE

PLO1 Showing 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 Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;

PLO6 Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;

SPECIFIC SKILLS

PLO7 Being able to plan, implement and evaluate/assess Balinese language learning by utilizing various IPTEKS-based learning resources;

PLO8 Being able to design learning technology systems/models, produce learning media, utilize learning media, control learning systems/models, and being 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. Course Learning Outcomes

PLO1 Showing 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 Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;

5. Lesson Plan Description

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Form	Time	Assignment and Assessment	Reference
1	<p>Students are able to understand:</p> <ul style="list-style-type: none"> • Lecture Contracts • Material of learners' development learners in general 	<ul style="list-style-type: none"> • Lecture Contracts • Material of learners' development learners in general 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Hartinah, Siti.2011.<i>Perkembangan Peserta Didik</i>. Bandung:PT Refika Aditama (Ref. A)</p>

2	<p>Students are able to understand and explain the individual and its characteristics, which include:</p> <ul style="list-style-type: none"> • The meaning of individual • The meaning of characteristics • Individual differences • Individual development 	<ul style="list-style-type: none"> • The meaning of individual • The meaning of characteristics • Individual differences • Individual development 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Suarni, Ni Ketut. 2014 “Perkembangan Individu” (Ref. C)</p>
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3	<p>Students are able to understand and explain growth and development, which include:</p> <ul style="list-style-type: none"> • The meaning of growth and development • The Similarities and differences of the growth and development • Factors affecting the growth and development • Genre affecting the development • The aspects that affect the growth and learners 	<ul style="list-style-type: none"> • The meaning of growth and development • The Similarities and differences of the growth and development • Factors affecting the growth and development • Genre affecting the development • The aspects that affect the growth and learners development 	<ul style="list-style-type: none"> • Discussion • Question and answer • Task 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion • Assessment of assignment 	<p>Hartinah, Siti. 2011. <i>Perkembangan Peserta Didik</i>. Bandung : PT Refika Aditama (Ref. A)</p>
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	development					
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4	<p>Students are able to understand and explain the theory of developmental psychology, which includes:</p> <ul style="list-style-type: none"> • The theories of developmental psychology • The purpose of developmental psychology for educators 	<ul style="list-style-type: none"> • The theories of developmental psychology • The purpose of developmental psychology for educators 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Desmita. 2011. <i>Psikologi Perkembangan Peserta Didik</i>. Bandung : PT Remaja Rosdakarya (Ref. G)</p>
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5	<p>Students are able to understand and explain the developmental period and tasks, which include:</p> <ul style="list-style-type: none"> • The concept of the developmental tasks • Source development tasks • Period and tasks of the learners' development • Efforts to facilitate the developmental tasks 	<ul style="list-style-type: none"> • The concept of the developmental tasks • Source development tasks • Period and tasks of the learners' development • Efforts to facilitate the developmental tasks 	<ul style="list-style-type: none"> • Discussion • Question and answer • Task 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion • Assessment of assignment 	<p>Hartinah, Siti. 2011. <i>Perkembangan Peserta Didik</i>. Bandung : PT Refika Aditama (Ref. D)</p> <p>Aisyah, S. (2015). <i>Perkembangan peserta didik dan bimbingan belajar</i>. Yogyakarta: Deepublish CV Budi Utama. (Ref. E)</p>
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6	<p>Students are able to understand and explain the children's (elementary school age) development and characteristics of adolescence, which include:</p> <ul style="list-style-type: none"> • Development of physical, cognitive, social, linguistic, moral, and religious elementary school-age children • Physical development of adolescents 	<ul style="list-style-type: none"> • Development of physical, cognitive, social, linguistic, moral, and religious elementary school-age children • Physical development of adolescents 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Hartinah, Siti.2011.<i>Perkembangan Peserta Didik. Bandung:PT Refika Aditama</i> (Ref. A)</p> <p>Suparno, Paul. <i>Teori Perkembangan Kognitif Jean Piaget, Kanisius.</i> Yogyakarta (Ref. B)</p>
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7	<p>Students are able to understand and explain the cognitive development of adolescents, which include:</p> <ul style="list-style-type: none"> • The meaning of adolescent cognitive development • The stages of adolescent cognitive development • The factors that influence adolescent cognitive development • The effects of 	<ul style="list-style-type: none"> • The meaning of adolescent cognitive development • The stages of adolescent cognitive development • The factors that influence adolescent cognitive development <p>The effects of cognitive development of the adolescent</p>	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Ali, Mohammad dan Mohammad Asrori. 2011. <i>Psikologi Remaja Perkembangan Peserta Didik</i>. Jakarta : Bumi Aksara (Ref. F)</p>
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	cognitive development of the adolescent					
8	<i>MIDDLE SEMESTER TES (problem-based)</i>					

9	<p>Students are able to understand and explain the development of adolescent language, which includes:</p> <ul style="list-style-type: none"> • The meaning and the role of language and adolescents in daily life • The factors affecting adolescent language use • The characteristics of adolescent language development 	<ul style="list-style-type: none"> • The meaning and the role of language and adolescents in daily life • The factors affecting adolescent language use • The characteristics of adolescent language development 	<ul style="list-style-type: none"> • Discussion • Question and answer • Task 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion • Assessment of assignment 	<p>Aisyah, S. (2015). <i>Perkembangan peserta didik dan bimbingan belajar</i>. Yogyakarta: Deepublish CV Budi Utama. (Ref. E)</p> <p>Ali, Mohammad dan Mohammad Asrori. 2011. <i>Psikologi Remaja Perkembangan Peserta Didik</i>. Jakarta : Bumi Aksara (Ref. F)</p>
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10	<p>Students are able to understand and explain the social development of adolescents, which include:</p> <ul style="list-style-type: none"> • The definition of social development of adolescents • The characteristics of adolescent social development 	<ul style="list-style-type: none"> • The definition of social development of adolescents • The characteristics of adolescent social development 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Ali, Mohammad dan Mohammad Asrori. 2011. <i>Psikologi Remaja Perkembangan Peserta Didik</i>. Jakarta : Bumi Aksara (Ref. F)</p> <p>Desmita. 2011. <i>Psikologi Perkembangan Peserta Didik</i>. Bandung : PT Remaja Rosdakarya (Ref. G)</p>
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11	<p>Students are able to understand and explain the emotional development of adolescents, which include:</p> <ul style="list-style-type: none"> • The meaning of adolescent emotions • The forms of adolescent emotions • The factors affecting the development of adolescent emotions • The forms of adolescent deviant behaviors 	<ul style="list-style-type: none"> • The meaning of adolescent emotions • The forms of adolescent emotions • The factors affecting the development of adolescent emotions • The forms of adolescent deviant behaviors and ways to overcome it 	<ul style="list-style-type: none"> • Discussion • Question and answer • Task 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion • Assessment of assignment 	<p>Ali, Mohammad dan Mohammad Asrori. 2011. <i>Psikologi Remaja Perkembangan Peserta Didik</i>. Jakarta : Bumi Aksara (Ref. F)</p> <p>Desmita. 2011. <i>Psikologi Perkembangan Peserta Didik</i>. Bandung : PT Remaja Rosdakarya (Ref. G)</p>
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	and ways to overcome it					
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12	<p>Students are able to understand and explain the values, morals, and attitudes development, which include:</p> <ul style="list-style-type: none"> • The meaning of values, morals, and attitudes development • The characteristics of values, morals, and attitudes development • The factors affecting values, morals, and attitudes development • Efforts of values, 	<ul style="list-style-type: none"> • The meaning of values, morals, and attitudes development • The characteristics of values, morals, and attitudes development • The factors affecting values, morals, and attitudes development <p>Efforts of values, morals, and attitudes development</p>	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Hartinah, Siti.2011.<i>Perkembangan Peserta Didik</i>. <i>Bandung</i>:PT Refika Aditama (Ref. D)</p>
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	morals, attitudes development					
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13	<p>Students are able to understand the needs and problems of adolescents, which include:</p> <ul style="list-style-type: none"> • The meaning of adolescence • The need in adolescence • The problems faced by adolescents • The solutions to the problems faced by adolescents 	<ul style="list-style-type: none"> • The meaning of adolescence • The need in adolescence • The problems faced by adolescents • The solutions to the problems faced by adolescents 	<ul style="list-style-type: none"> • Discussion • Question and answer • Task 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion • Assessment of assignment 	<p>Aisyah, S. (2015). <i>Perkembangan peserta didik dan bimbingan belajar</i>. Yogyakarta: Deepublish CV Budi Utama. (Ref. E)</p> <p>Ali, Mohammad dan Mohammad Asrori. 2011. <i>Psikologi Remaja Perkembangan Peserta Didik</i>. Jakarta : Bumi Aksara (Ref. F)</p>
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14	<p>Students are able to understand the teacher's role in facilitating the learners' development, which includes:</p> <ul style="list-style-type: none"> • The role of the teacher in the learning process as an effort to develop the development of learners • The criteria of teachers in optimizing learners' development • The professional performance component of 	<ul style="list-style-type: none"> • The role of the teacher in the learning process as an effort to develop the development of learners • The criteria of teachers in optimizing learners' development • The professional performance component of teachers in the development of learners 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study</p>	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Hartinah, Siti. 2011. <i>Perkembangan Peserta Didik</i>. Bandung : PT Refika Aditama (Ref. A)</p> <p>Aisyah, S. (2015). <i>Perkembangan peserta didik dan bimbingan belajar</i>. Yogyakarta: Deepublish CV Budi Utama. (Ref. D)</p>
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	teachers in the development of learners					
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15	By reviewing the learning material for the learners' development, students understand the lecture materials and are ready to take the final semester test.	Lecture materials of learners' development	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minute learning, 2x60 minutes of structured learning, 2x60 minutes of independent study	<ul style="list-style-type: none"> • Assessment of activeness in the question and answer and discussion 	<p>Hartinah, Siti. 2011. <i>Perkembangan Peserta Didik</i>. Bandung : PT Refika Aditama (Ref. A)</p> <p>Hartinah, Siti. 2011. <i>Perkembangan Peserta Didik</i>. Bandung: PT Refika Aditama (Ref. D)</p> <p>Aisyah, S. (2015). <i>Perkembangan peserta didik dan bimbingan belajar</i>. Yogyakarta: Deepublish CV Budi Utama. (Ref. E)</p>
16	FINAL SEMESTER TEST (project based)					

6. References

- A. Hartinah, Siti. 2011. *Perkembangan Peserta Didik*. Bandung: PT Refika Aditama
- B. Suparno, Paul. *Teori Perkembangan Kognitif Jean Piaget*, Kanisius. Yogyakarta
- C. Suarni, Ni Ketut. 2014 “Perkembangan Individu”
- D. Hartinah, Siti. 2011. *Perkembangan Peserta Didik*. Bandung : PT Refika Aditama
- E. Aisyah, S. (2015). *Perkembangan peserta didik dan bimbingan belajar*. Yogyakarta: Deepublish CV Budi Utama.
- F. Ali, Mohammad dan Mohammad Asrori. 2011. *Psikologi Remaja Perkembangan Peserta Didik*. Jakarta : Bumi Aksara
- G. Desmita. 2011. *Psikologi Perkembangan Peserta Didik*. Bandung : PT Remaja Rosdakarya

7. Appendix 1: Teaching Resources: Module

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets

SEMESTER LESSON PLAN

PHONOLOGY



Lecturer:





Dr. I Ketut Paramarta, S.S.,M.Hum.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-111
		Revision: 02
	PHONOLOGY BLIS120111	Date: January 31, 2021
		Pages: 9 Pages
<p align="center">Created By:</p>  <p align="center">Dr. I Ketut Paramarta,</p>	<p align="center">Reviewed By:</p>  <p align="center">Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002</p>	<p align="center">Approved By:</p>  <p align="center">Ida Bagus Rai, S.S., M.Pd. NIP.196802042008011009</p>

<p>S.S.,M.Hum.</p> <p>NIP 198212082008011005</p>		
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme : Balinese Language Education

Course : Phonology

Course Code : BLIS120111

Course Group : Core Study Courses

Credit Hours : 2

Degree : Bachelor Degree

Semester : 1

Prerequisite : -

Status (compulsory/elective) : Compulsory

Name and lecturer code : Dr. I Ketut Paramarta, SS, M. Hum.

2. Course Description

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 the Balinese language. The sound system course examines the nature and study of language sounds as a basis for analyzing the sound aspects of the Balinese language, which includes material on the nature, the object of study, and basic concepts of phonology, sound elements in Balinese, tribal patterns in Balinese, and phonological processes in the Balinese language. 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 sound system. Assessment in this course is carried out in the form of: (1) attitude and participation assessment, (2) project-based assignment assessment, (3) Middle semester Test, (4) Final semester test.

3. Learning Outcomes of Study Programme Referred to

ATTITUDE

PLO1 Showing 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 Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;

PLO6 Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;

SPECIFIC SKILLS

PLO7 Being able to plan, implement and evaluate/assess Balinese language learning by utilizing various science and technology-based learning resources;

PLO8 Being 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. Course Learning Outcomes

PLO 1 Showing 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.

PLO 2 Mastering educational theory, Balinese language science, and Balinese language education in general.

PLO 3 Mastering learning theory and in-depth Balinese language content, which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge

5. Description of Learning Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time of	Assignments and Assessment	References
1	<ol style="list-style-type: none"> 1. Can explain the position of language sounds in linguistics 2. Can explain the definition of language sounds 3. Analyzing the types of sounds in the Balinese language <p>The</p>	The nature of language sounds/	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation	<p>Kridalaksana, Harimurti. (2008). <i>Kamus Linguistik</i> (Edisi ke- 4). Jakarta : PT. Gramedia.</p> <p>Pastika, I Wayan. 2005. <i>Fonologi Bahasa Bali</i>. Denpasar: Pustaka Larasan.</p> <p>Thoir, Nazir & Simpen, I Wayan. 1987. <i>Ilmu Bahasa Indonesia</i></p>

2	<ol style="list-style-type: none"> 1. Can explain the position of language sounds in linguistics 2. Can explain the definition of language sounds 3. Analyzing the types of sounds in the Balinese language 	The nature of language sounds	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation	<p><i>Fonologi sebuah Kajian Deskriptif</i>. Denpasar: CV Kayumas.</p> <p>Dinas Kebudayaan Provinsi Bali. 2007. <i>Tata Basa Bali</i>. Denpasar: Dinas Kebudayaan Provinsi Bali Badan Pembina Bahasa, Aksara, dan Sastra Bali Provinsi Bali.</p>
3	<ol style="list-style-type: none"> 1. Can relate the concept of language sounds with Balinese language sounds 	Balinese language sounds	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation	
4	<ol style="list-style-type: none"> 2. Can relate the concept of language sounds with Balinese language sounds 	Balinese language sounds	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation	

5	1. Being able to explain and classify Balinese vowel sounds based on their characteristics	Vowel sounds	Lectures, discussions, assignments, Problem-based learning	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation	
6	1. Being able to explain and classify Balinese consonant sounds based on their characteristics and	Consonant sounds	Lectures, discussions, assignments, Problem-based learning	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation	
7	1. Being able to explain and classify Balinese consonant sounds based on their characteristics and	Consonant sounds	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group assignments, mid-semester assignments, and participation, report assignments	
8	MIDDLE SEMESTER TEST					

9	1. Being able to explain and describe the cluster of Balinese phonemes.	Balinese Phoneme Clusters	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation
10	1. Being able to explain and describe the group of Balinese phonemes.	Balinese Phoneme Clusters	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation
11	1. Being able to explain and describe the cluster of Balinese phonemes.	Balinese Phoneme Clusters	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation

12	<p>1. Being able to describe the distribution of Balinese phonemes</p> <p>2. Being able to describe Balinese tribal patterns</p>	Distribution of phonemes and Balinese tribal patterns	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation
13	<p>1. Being able to explain the phonological processes of the Balinese language</p> <p>2. Being able to analyze phonological processes in the Balinese language</p>	Phonological Processes of Balinese Language	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation

14	<ol style="list-style-type: none"> 1. Being able to explain Balinese phonological processes of the Balinese language 2. Being able to analyze phonological processes in the Balinese language 	Phonological Processes of Balinese Language	Lectures, discussions, assignments, and Project-Based Learning	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group work and participation
15	<ol style="list-style-type: none"> 1. Being Able to explain phonological processes of the Balinese language 2. Able to analyze phonological processes in the Balinese language 	Phonological Processes of Balinese Language	Lectures, discussions, assignments, and Project-Based Learning	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Group assignments, final semester assignments, and participation, report of final semester assignment
16	<i>FINAL SEMESTER TEST</i>				

6. References

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN

LISTENING



Lecturer:





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

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-112
		Revision : 02
	LISTENING BLIS120112	Date : January 31, 2021
		Pages: 14 Pages
Created By:  I Wayan Gede Wisnu, S.S.,	Reviewed By:  Ida Ayu Sukma Wirani, SS, M.Pd NIP 198312152008122002	Approved By:  Ida Bagus Rai, SS, M.Pd. NIP.196802042008011009

M.Si. NIP. 197712022008121001		
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Listening
Course Code	: BLIS120112
Course Group	: Core Study Courses
Credit Hours	: 2 Credit Hours
Level	: Bachelor Degree
Semester	: Odd
Prerequisite	: -
Status (Compulsory/elective)	: Compulsory
Name and lecturer code	: I Wayan Gede Wisnu, S.S., M.Si.

2. Description of the Course

The *Nguratiang Basa Bali* (listening) course is a expertise course that aims to recognize and understand one language skill, especially listening skills, and deepen oral language skills. Activities carried out by students in learning include: studying in small groups,

conducting discussion, observing, identifying problems, solving problems, finding sources online, compiling assignments in groups, and group presentations. The assessment is carried out in the form of individual tests (Middle Semester Test, Final Semester Test), task completeness, attendance, and attitude assessment.

3. Learning Outcomes of Study Programs Referred to

ATTITUDE

PLO1 Showing 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

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

PLO6

Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;

SPECIFIC SKILLS

PLO7

Being able to plan, implement and evaluate/assess Balinese language learning by utilizing IPTEKS-based learning resources;

PLO8

Being 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. Course Learning Outcomes

- PLO1** Showing 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** Being 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 Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
1	Can describe the meaning of listening.	The meaning of Listening Positions and of Listening Language Skills.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>

2	Can describe the objectives and target of Listening.	Objectives and Target of Listening.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
3	Can describe the types of listening.	Types of Listening.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>

4	Can understand the factors that influence the effectiveness and quality of listening.	The nature of Drama Appreciation	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
5	Can observe the Realm of Listening in Daily Life.	Structure and Dimensions of Drama	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.

6	Can understand several aspects of Listening to the Balinese Language.	Some Aspects of Listening to the Balinese Language.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
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7	Can describe the target in listening to the Balinese language.	Target in Listening Balinese Language.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
8	MIDDLE SEMESTER TEST					

9	Can listen to Sounds and Words in the Balinese language.	Some sounds and words in the Balinese language.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
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10	Can Listen to Sentences in the Balinese language.	Some sounds and words in the Balinese language.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
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11	Can listen to Fiction Discourse in the Balinese language.	Balinese Poetry and Prose.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
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12	Can Listen to <i>Pidarta's</i> Discourse in the Balinese language.	<i>Sambrama Wacana</i> and <i>Dharma Wacana</i> .	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. <i>Menyimak Sebagai Suatu Keterampilan Berbahasa</i>. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. <i>Tata Bahasa Bali Baku</i>. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
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13	Can listen to the <i>Wacana Pangenter Baos</i> in the Balinese language.	Some Texts of <i>Pangenter Baos</i> in Balinese.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. <i>Menyimak Sebagai Suatu Keterampilan Berbahasa</i>. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. <i>Tata Bahasa Bali Baku</i>. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
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14	Can <i>listen to Pabligbagan</i> discourse in the Balinese language.	Some texts of <i>Pabligbagan Balinese</i> Language.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. <i>Menyimak Sebagai Suatu Keterampilan Berbahasa</i>. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. <i>Tata Bahasa Bali Baku</i>. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
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15	Can listen to the Discourse of <i>Orti-orti</i> in the Balinese Language.	Some texts of <i>Orti</i> in the Balinese Language.	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured learning, 2x60 minutes independent study	Assessment of activeness in question and answer and discussion	<p>Tarigan, Henry Guntur. 1980. <i>Menyimak Sebagai Suatu Keterampilan Berbahasa</i>. Bandung : Penerbit Angkasa.</p> <p>Sulaga, I Nyoman dkk. 1996. <i>Tata Bahasa Bali Baku</i>. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
16	FINAL SEMESTER TEST					

6. References

Sulaga, I Nyoman dkk. 1996. *Tata Bahasa Bali Baku*. Denpasar: Dinas Kebudayaan Provinsi Bali.

Jendra, I Wayan. 1984. “Korespeondensi Bahasa Bali” (laporan penelitian). Denpasar: Universitas Udayana.

Tarigan, Henry Guntur. 1980. Menyimak Sebagai Suatu Keterampilan Berbahasa. Bandung : Penerbit Angkasa.

7. Appendix 1:

Teaching Resources: Module

8. Appendix 2:

Evaluation: Process assessment (attitude, participation, completion of tasks), Product assessment (Middle Semester Test, Final Semester Test)

SEMESTER LESSON PLAN

Balinese Speaking



Lecturer:

Ida Bagus Made Ludy Paryatna, S.S., M.Pd.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021



SEMESTER LESSON PLAN

No. Doc: FBS PBB-RPS-114

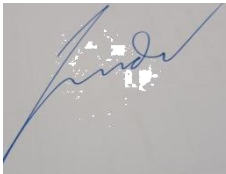


Revised: 02

BALINESE SPEAKING

BLIS120114

Date : January 31, 2020

Pages: 11 Pages

<p>Created By:</p>  <p>Ida Bagus Made Ludy Paryatna, S.S., M.Pd 198317062008121004</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

SEMESTER LESSON PLAN

1. Course Identity

Study Programme : Balinese Language Education

Course : Balinese Speaking

Course Code : BLIS120114

Course Group :

Credit Hours : 2 Credit Hours

Degree : Bachelor Degree

Semester : I

Prerequisites : -

Status (compulsory/elective) : Compulsory

Name and code of lecturer : Ida Bagus Made Ludy Paryatna, S.S., M.Pd. /

2. Course Description

This course is a core study course, which aims to provide mastery of knowledge and skills developed in Balinese language education study programme. The activities carried out are:

(1) students are given theoretical concepts of the *Basa Bali lumbrah* so that they become professionals, (2) students are given general communication skills in Balinese, (3) students are given practice related to communication of *Basa Bali lumbrah*

This course consists of: (1) the concept of speaking theory of *Basa Bali lumbrah*: the nature of *mebebaosan Basa Bali lumbrah*, the 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, specific phenomenon and conditions in speaking, speaking skillfully in using *angguh ungguh basa Bali*.

3. Learning Outcomes of Study Programs Referred to

ATTITUDE

PLO1 Showing 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** Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;
- PLO6** Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;

SPECIAL SKILLS

- PLO7** Being able to plan, implement and evaluate/assess Balinese language learning by utilizing IPTEKS-based learning resources;
- PLO8** Being 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;
- PLO9** Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

4. Course Learning Outcomes

- PLO1** Showing 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.
- PLO3** Mastering learning theory and Balinese language content in depth which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge

PLO4 Being able to integrate learning and innovation skills, mastery of technology, and information development career and life skills to become lifelong learners.

5. Description of Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
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1	<p>After attending the lecture, students are expected to.</p> <p>1.1 Be able to understand the nature of speaking related to the meaning and purpose of speaking Balinese.</p> <p>1.2 Be able to understand and apply the basic concepts of speaking.</p> <p>1.3 Be able distinguish types and speak.</p>	Understand the nature of speaking	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	<p>2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study</p>	Practice individual and group assignment	1,2,3,4,5
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2	<p>2. After attending the lectures, students are expected to be able to.</p> <p>2.1 Overcome obstacles in communication such as speaking anxiety.</p> <p>2.2 Build confidence in speaking.</p> <p>2.3 Avoid negative things in speaking.</p>	Procedures for overcoming obstacles in communication	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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3	<p>3. After attending the lecture,s students are expected to be able to.</p> <p>3.1 Speak for the purpose of providing information.</p> <p>3.2 Speak for convincing purposes</p> <p>3.3 Speak without preparation</p>	Purpose of Speaking	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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4	<p>4. After attending the lecture, students are expected to be able to.</p> <p>3.4 Speak for the purpose of providing information.</p> <p>3.5 Speak for convincing purposes</p> <p>3.6 Speak without preparation</p>	Practice Purpose of Speaking	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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5	<p>5. It is expected that students who attend lectures are able to.</p> <p>5.1 Understand the meaning of <i>sor-singih basa Bali</i></p> <p>5.2 Understand the concept of <i>sor-singih basa Bali</i>.</p> <p>5.3 Understand the process of forming <i>sor-singih basa Bali</i> at the level of words, sentences, and discourse.</p>	The meaning of <i>Sor Singih Basa</i>	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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6	6. After attending the lecture, students are expected to be able to practice sor-singih, identifying words and their use.	Practice <i>Sor Singih Basa Bali</i>	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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7	7. After attending the lecture, students are expected to be able to practice speaking, identify sentences, and their use	Speaking Practice	1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
8	MIDDLE SEMESTER TEST					

9	8. After attending the lecture, students are expected to be able to practice speaking, identifying discourse its use	Practice Speaking and identify	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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10	<p>10. After attending the lecture, students are expected to be able to.</p> <p>10.1 Make a speech according to proper technique</p>	Speaking with technique	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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11	11 Being able to practice speech in class	Practice Speaking with technique	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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12	<p>12. After being given lectures, students are expected to be able.</p> <p>12.1 understand <i>dharmawacana</i> techniques.</p>	Practice speaking <i>Dharma Wacana</i>	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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13	13.1 Being able to deliver <i>dharmawacana</i> .	<i>Dharma Wacana</i> Techniques	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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14	<p>14. <i>Mesatua Bali</i> (Balinese Story Telling)</p> <p>14.1 <i>Mesatua</i> (Storytelling) technique according to mesatua (Storytelling) criteria</p> <p>14.2 <i>Megending rare</i>, children's game according to <i>satua</i> (story) character.</p>	<p><i>Mesatua</i> (Story Telling) Technique and <i>Dharma Wacana</i></p>	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	<p>2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study</p>	<p>Practice individual and group assignment</p>	<p>1,2,3,4,5</p>
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15	15. <i>Mesatua</i> (Story Telling) Practice, <i>Megending</i> <i>rare, megambel</i> , and children's games that match the character of Satua (Story)	<i>Megending</i> (Singing) practice	1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
16	<i>FINAL SEMESTER TEST</i>					

6. References

1. Suandi dkk. Prof. Dr. I Nengah, M.Hum. Keterampilan Berbahasa Indonesia Berorientasi Intergrasi Nasional dan Harmodi Sosial. Depok: RAJAWALI PERS.
2. Tarigan, Prof. Dr. Henry Guntur. 2014. Menyimak Suatu Keterampilan Berbahasa. Bandung: Angkasa
3. Medra, Drs. I Nengah M. Hum dkk. 2003. *Imba Mebebaosan Ngangge Bahasa Bali*. Denpasar: Dinas Kebudayaan Provindi Bali.
4. Naryana, Udara Uda Bagus. 1983. Anggah Ungguhing basa Bali dan Peranannya Sebagai Alat Komunikasi Bagi Masyarakat Suku

Bali. Denpasar. Fakultas Sastra Unud

5. Suarjana, Drs. Inyoman Putra, M. Si. 2007. *Sor Singgih Basa Bali (Ke-Balia-an Manusia Bali Dalam Dharma Papadikan, Pidarta, Sambrama Wacana Dan Dharma Wacana)*. Topati: Grafika Utama Publising Departemen.
6. Suardiana, I Wayan, 2012. *Jurnal Ikabudi* (Jurnal Ilmiah Bahasa, Sastra, dan Budaya Daerah). Yogyakarta: IKABUDI UNY

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN

Balinese Vocabulary



Lecturer:

Dosen:


Ida Bagus Made Ludy Paryatna, S.S., M.Pd.

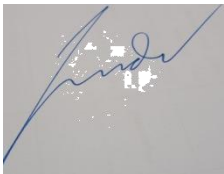


BALINESE LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-114
		Revision: 02
	BALINESE VOCABULARY BLIS120114	Date: January 31, 2020
		Pages: 10 Pages

<p>Created By:</p>  <p>Ida Bagus Made Ludy Paryatna, S.S., M.Pd 198317062008121004</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 Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme : Balinese Language Education

Course : Balinese Vocabulary

Course Code : BLIS120114

Course Group :

Credit Hours : 2 Credit Hours

Degree : Bachelor Degree

Semester : I

Prerequisites : -

Status (compulsory/elective) : Compulsory

Name and code of lecturer : Ida Bagus Made Ludy Paryatna, S.S., M.Pd. /

2. Course Description

This course aims to provide mastery of knowledge and skills in *Kosa Basa Bali* (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 so that they become professionals, (2) students are given general vocabulary skills and meanings in Balinese, (3) students are given practice related to vocabulary, sentences, and their use in Balinese communication.

This course consists of: (1) the theoretical concepts of *Kosa Basa Bali* (Balinese Vocabulary): the nature of Balinese Vocabulary, the characteristics of Balinese Vocabulary, the purpose of vocabulary, the skills of Balinese Vocabulary as a Balinese language skill. (2) basic skills of *intar-intaran kruna*, *basasita*, and meaning changes.

3. Learning Outcomes of Study Programs Referred to

ATTITUDE

PLO1

Showing 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**

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

PLO6

Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;

SPECIFIC SKILLS

- | | |
|-------------|---|
| PLO7 | Being able to plan, implement and evaluate/assess Balinese language learning by utilizing various IPTEKS-based learning resources; |
| PLO8 | Being 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; |
| PLO9 | Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education. |

4. Course Learning Outcomes

- | | |
|-------------|---|
| PLO1 | Showing 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. |
| PLO3 | Mastering learning theory and Balinese language science content in depth which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language material |

(content knowledge) Balinese science

PLO4 Being able to integrate learning and innovation skills, mastery of technology, and development information career and life skills to become lifelong learners.

5. Description of Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
1	<p>After attending the lecture, students are expected to:</p> <p>1.1 Be able to understand and analyze the <i>intar-intaran kruna</i> in Balinese.</p>	<i>Intar-intaran kruna.</i>	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	<p>2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study</p>	Practice individual and group assignment	1,2,3,4,5

2	<p>After attending the lecture, students are expected to:</p> <p>2.1 Be able to understand and analyze grammatical meaning.</p>	Grammatical Analysis.	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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3	<p>3. After attending the lecture, students are expected to be able to.</p> <p>2.1 Understand and analyze <i>Basa Basita</i> in Balinese.</p>	Grammatical analysis and <i>basa basita</i>	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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4	<p>4. After attending the lecture, students are expected to be able to.</p> <p>4.1 Understand and analyze grammatical meaning in Balinese.</p>	Grammatical analysis	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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5	<p>5. After attending the lecture, students are expected to be able.</p> <p>5.1 Understand and apply polysemy.</p>	Polysemy analysis	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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6	<p>6. After attending the lecture, students are expected to be able to:</p> <p>6.1 Understand and make examples of polygraphs in Balinese.</p>	Polygraph analysis.	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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7	<p>7. After attending the lecture, students are expected to be able to:</p> <p>7.1 Understand and analyze synonyms.</p>	Synonym analysis.	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
8						

9	<p>8. After attending lecture students are expected to be able to:</p> <p>8.1 Understand and analyze antonyms.</p>	Antonym analysis	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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10	<p>10. Students are expected to attend the lecture and able to.</p> <p>10.1 Understand and evaluate meaning changes in words.</p>	Meaning changes	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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11	After attending the lecture, students are expected to be able to understand loan words in Balinese, which come from Sanskrit.	Analyzing Sanskrit loan words in Balinese.	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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12	After attending the lecture, students are expected to be able to understand loan words in Balinese originating from Old Javanese.	Analyzing old Javanese loan words in Balinese.	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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13	After attending the lectures, students are expected to be able to understand loan words in Balinese, which come from Indonesian.	Analyzing Indonesian loan words in Balinese.	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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14	After attending the lectures, students are expected to be able to understand loan words in Balinese that come from English.	Analyzing English loan words in Balinese.	<ol style="list-style-type: none"> 1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write. 	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
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15	After attending the lecture, students are expected to be able to practice speaking, identify sentences, and their use	The use of vocabulary in sentences.	1. Lectures 2. Discussion 3. Group work 4. Assignment (group and individual) 5. Question and answer, 6. Review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Practice individual and group assignment	1,2,3,4,5
16						

6. References

1. Bagus, I Gusti Ngurah dan Ketut Ginarsa, Kembang Rampe Kesusastraan Bali Anyar II, Yayasan Saba Sastra Bali, Denpasar, 1978.
2. Riken dkk. Bahasa Daerah Bali. Direktorat Jendral Bimbingan. Masyarakat Hindu dan Buddha. Jakarta:1997
3. Tarigan, DR. Hendri Guntur, Pengajaran Kosa Kata, Angkasa Bandung, 1986.
4. Widia Basita I, II, III, Pemda Tingkat I Bali, 1985.
5. Tinggen, I Nengah, Sor-Singgih Basa Bali, SPG Negeri Singaraja, 1988.

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN

GUIDELINES IN WRITING BALINESE LETTERS



Lecturer:

IDA BAGUS RAI, S.S., M.Pd.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS PENDIDIKAN GANESHA

2021



SEMESTER LESSON PLAN

No. Doc: FBS PBB-RPS-115




Revision : 02

GUIDELINES IN WRITING BALINESE LETTERS

BLIS120115

Date: January 31, 2020

Pages: 11 Pages

<p>Created By:</p>  <p>IDA BAGUS RAI, S.S.M.Pd NIP 196802042008011009</p>	<p>Reviewed 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	Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme : Balinese Language Education

Course : Guidelines in Writing Balinese Letters

Course Code : BLIS120115

Course Group : Core Study Courses

Credit Hours : 2 Credit Hours

Degree : Bachelor Degree

Semester : 1

Prerequisites : -

Status (compulsory/elective) : Compulsory

Name and code of lecturer : Ida Bagus Rai, S.S., M.Pd.

2. Course Description :

This course aims to provide students with theoretical concepts of *Pasang Aksara Bali* (Guidelines in Writing Balinese Letters), Balinese

characters writing skills, and guidelines for writing Balinese characters according to the *uger-uger pasang aksara Bali*. In the learning process, students are given a case; they solve the case by discussing it with their friends in the group. The assignment given in this lecture is that students have to write Balinese opinion discourse using Balinese characters according to the *uger-uger pasang aksara Bali*. After mastering *pasang aksara Bali*, students are expected to have the skills to write Balinese discourse with appropriate Balinese characters and according to the writing rules.

3. Learning Outcomes of Referenced Study Programs:

ATTITUDE

- PLO1** Showing 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;

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

PLO6 Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;

SPECIAL SKILLS

PLO7 Being able to plan, implement and evaluate/assess Balinese language learning by utilizing various IPTEKS-based learning resources;

PLO8 Being 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;

PLO9 Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

4. Learning Outcomes of the Subject:

PLO1

Showing 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.

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PLO2 Mastering educational theory, Balinese language science, and Balinese language education in general

- PLO3** Mastering learning theory and in-depth Balinese language content, which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge
- PLO5** Being able to integrate learning and innovation skills, mastery of technology and development information career and life skills to become lifelong learners.

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5. Description of Lesson Plan

Meeting	Indicators of Course Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
1	Students are able to examine and understand the Definition, Role, and Purpose of <i>Pasang Aksara Bali</i> .	Definition, Role, and Purpose of <i>Pasang Aksara Bali</i>	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	Students practice writing Balinese characters. Individual tasks	1,2,3.

2	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of Balinese characters 2. The types of Balinese characters 3. <i>Uger-uger Pengangge Aksara Bali</i> (Rules in writing Balinese letters) 	<ol style="list-style-type: none"> 1. The definition of Balinese characters 2. The types of Balinese characters 3. <i>Uger-uger Pengangge Aksara Bali</i> 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
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3	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of Numbers 2. The types of Numbers. 3. <i>Uger-uger pasang angka</i> (guidelines in writing Balinese numbers) 	<ol style="list-style-type: none"> 1. The definition of Numbers 2. The types of Numbers. 3. <i>Uger-uger pasang angka</i> 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
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4	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>warga aksara</i> 2. The types of <i>warga aksara</i>. 3. <i>Uger-uger pasang warga aksara</i>. (guidelines in writing types of Balinese letters) 	<ol style="list-style-type: none"> 1. The definition of <i>warga aksara</i> 2. The types of <i>warga aksara</i>. 3. <i>Uger-uger pasang warga aksara</i>. 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
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5	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>aksara ardaswara</i>. 2. The types of <i>aksara ardaswara</i>. 3. <i>Pangangge ardaswara</i> 4. <i>Uger-uger pasang aksara ardaswara</i>. (Guidelines in writing Balinese script) 	<ol style="list-style-type: none"> 1. The definition of <i>aksara ardaswara</i>. 2. The types of <i>aksara ardaswara</i>. 3. <i>Pangangge ardaswara</i> 4. <i>Uger-uger pasang aksara ardaswara</i>. 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
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6	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>Tengenan</i> . 2. The types of <i>Tengenan</i>. 3. <i>Uger-uger pasang Tengenan</i>. (Guidelines in writing Balinese script) 	<ol style="list-style-type: none"> 1. The definition of <i>Tengenan</i> . 2. The types of <i>Tengenan</i>. 3. <i>Uger-uger pasang Tengenan</i>. 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
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7	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>Ceciren Papaosan</i>. 2. The types of <i>Ceciren Papaosan</i>. 3. The function of <i>Ceciren Papaosan</i>. 	<ol style="list-style-type: none"> 1. The definition of <i>Ceciren Papaosan</i>. 2. The types of <i>Ceciren Papaosan</i>. 3. The function of <i>Ceciren Papaosan</i>. 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
8	<p style="text-align: center;">MIDDLE SEMESTER TEST</p>					

9	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>Aksara Anceng</i> 2. The function of <i>Aksara Anceng</i> 3. <i>Uger-uger pasang Aksara Anceng</i> 	<ol style="list-style-type: none"> 1. The definition of <i>Aksara Anceng</i> 2. The function of <i>Aksara Anceng</i> 3. <i>Uger-uger pasang Aksara Anceng</i> 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
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10	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>Wewehan</i>. 2. The types of <i>Wewehan</i>. 3. <i>Uger-uger pasang Wewehan</i>. 	<ol style="list-style-type: none"> 1. The definition of <i>Wewehan</i>. 2. The types of <i>Wewehan</i>. 3. <i>Uger-uger pasang Wewehan</i>. 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
11	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>Anuswara</i>. 2. The types of <i>Anuswara</i>. 3. <i>Uger-uger pasang Anuswara</i>. (Guidelines in writing Balinese script) 	<ol style="list-style-type: none"> 1. The definition of <i>Anuswara</i>. 2. The types of <i>Anuswara</i>. 3. <i>Uger-uger pasang Anuswara</i>. 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.

12	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>aksara Madwita</i>. 2. <i>Uger-uger pasang aksara Madwita</i>. (Guidelines in writing Balinese script) 	<ol style="list-style-type: none"> 1. The definition of <i>aksara Madwita</i>. 2. <i>Uger-uger pasang aksara Madwita</i>. 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
13	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>aksara Dwipurwa</i>. 2. <i>Uger-uger pasang aksara Dwipurwa</i> (Guidelines in writing Balinese script) 	<ol style="list-style-type: none"> 1. The definition of <i>aksara Dwipurwa</i>. 2. <i>Uger-uger pasang aksara Dwipurwa</i> 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.

14	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>Tengenan Majalan</i> 2. <i>Uger-uger pasang Tengenan Majalan</i>. (Guidelines in writing Balinese script) 	<ol style="list-style-type: none"> 1. The definition of <i>Tengenan Majalan</i> 2. <i>Uger-uger pasang Tengenan Majalan</i>. 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
15	<p>Students are able to study and understand:</p> <ol style="list-style-type: none"> 1. The definition of <i>Pasang Pageh</i>. 2. The function of <i>Pasang Pageh</i> 	<ol style="list-style-type: none"> 1. The definition of <i>Pasang Pageh</i>. 2. The function of <i>Pasang Pageh</i> 	Lectures, Discussions, Questions and Answers, and Exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured learning, 2 x 60 minutes independent study	<p>Students practice writing Balinese characters.</p> <p>Individual tasks</p>	1,2,3.
16	FINAL SEMESTER TEST					


6. References

- a. Simpen, AB. 1979. *Pasang Aksara Bali*. Dinas Pengajaran Propinsi Dati I Bali. Denpasar.
- b. Tim Penyusun. 2007. “Pedoman Pasang Aksara Bali”. Dinas Kebudayaan Pemerintah Provinsi Bali : Denpasar.
- c. Tim Pengajar. 2004. *Materi Perkuliahan Paceraken Nulis Aksara Bali*. Singaraja: IKIP.

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

2nd SEMESTER

	<p style="text-align: center;">UNIVERSITAS PENDIDIKAN GANESHA</p> <p>FACULTY : LANGUAGE AND ARTS</p> <p>DEPARTMENT : BAHASA INDONESIA COURSE</p> <p>STUDY : BALINESE LANGUAGE EDUCATION</p> <p>PROGRAMME</p>
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SEMESTER LESSON PLAN

Course	Code	Clusters of Courses	Credit Hours	Semester	Compilation Date
<i>Tri Hita Karana</i> (THK) or Three Causes of Prosperity		Study Programme Specific Courses	2		June 2019
Authorization	Semester Lesson Plan Developer Lecturer	Clusters of Courses Coordinator	Head of the Study Programme		
LP3M or Institution of Research and community service UNDIKSHA	THK UNDIKSHA Team	Prof. Dr. Nengah Bawa Atmaja, M.A.			
Revision and Endorsement	Revision/Authorization Date				

Learning Outcomes (LO)	PLO (Programme Learning Outcome) Study Programme Charged for THK Course	
	A1	Pious of Almighty God and able to show a religious attitude;

Description: A: attitude K: knowledge GS: general skills SS: specific skills	A2	Upholding human values in carrying out duties based on religion, morals, and ethics;
	A3	Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila;
	A4	To act as citizens who are proud and love their homeland, have nationalism and a sense of responsibility to the state and nation;
	A5	Appreciate the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others;
	A6	Cooperate and have social sensitivity and concern for society and the environment;
	A7	Show an attitude based on the values of <i>Tri Hita Karana</i> (THK) or Three Causes of Prosperity;
	K1	Mastering the basic theoretical concepts of THK and having the ability to formulate procedural problem-solving following the dimensions of THK related to real-life aspects;
	K2	Able to communicate both in the spoken and written way and build productive interpersonal relationships;
	GS1	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in various fields related to scientific disciplines;
	GS2	able to examine the implications of the development or implementation of science and technology that pays attention to and applies humanities values in various fields related to scientific disciplines based on scientific principles, procedures, and ethics in order to produce solutions, ideas, designs, or art criticism;
	SS1	Able to work together harmoniously and collaboratively following multicultural-based value norms in order to apply science and technology for solutions to various problems of society, state, and nation to achieve happiness;
Course Learning Outcome (CLO)		
	CLO1	Able to show an attitude based on the values of harmony in theology, social and ecology

	CLO 2	Understanding the meaning of THK related to life
	CLO 3	Able to master the theoretical concepts and philosophy of <i>Tri Hita Karana</i>
	CLO4	Able to apply the theoretical concepts and philosophy of <i>Tri Hita Karana</i> in various levels of the nation's social life.

Course Brief Description	This course discusses the Historical Perspective of THK, Tri 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.
Learning Materials/ Subjects	1. Historical Perspective of THK
	2. The Meaning of Welfare/Happiness at THK
	3. THK as Philosophy of Life and Local Wisdom
	4. THK as Leadership Ethics
	5. THK, <i>Pancasila</i> and <i>Bhineka Tunggal Ika</i>
References	Main
	1. Atmaja, B. N. 2019. <i>Tri Hita Karana – Harmoni dengan Tuhan, Sesama Mahasiswa, dan Lingkungan Alam untuk Kebahagiaan</i> . Singaraja: LPPPM UNDIKSHA
	2. Atmaja, B. N. 2019. <i>Wacana Postgenerik terhadap Tri Hita Karana pada Masyarakat Bali</i> . Singaraja: LP3M UNDIKSHA.
	3. Tim THK UNDIKSHA. 2019. <i>Buku Ajar Tri Hita Karana</i> . Singaraja: LP3M UNDIKSHA.
	4. Tim Pusat MPK UNDIKSHA. 2018. <i>Model Pembelajaran MPK Berlandaskan Falsafah Tri Hita Karana</i> . Singaraja: LP3M UNDIKSHA.
	Supplementary
	1. Dalem, A.A.G. R; Wardi, I N.; Suarna I.W. dan Adnyana, I W.S. 2007. <i>Kearifan Lokal dalam Pengelolaan Lingkungan Hidup</i> . Denpasar Universitas Udayana.
	2. Keraf, A.S. 2002. <i>Etika Lingkungan</i> . Jakarta: Kompas.
	3. Mudana, I W. dan Atmaja, N. B. 2008. <i>Bahan Ajar Ilmu Sosial dan Budaya Dasar Berorientasi Integrasi Nasional dan Harmoni Sosial</i>

	<i>Berbasis Tri Hita Karana</i> . Depok: Rajawali.	
	4. Puja, G. 1992. <i>Theologi Hidu (Brahma Widya)</i> . Jakarta: Yayasan Dharma Sarathi	
	5. Putra, N.P. 2016. <i>Membangun Karakter dengan Keutamaan Bhagawad Gita</i> . Jakarta: Media Hindu	
	6. Sidarta, T.R. 2006. <i>Kepemimpinan Hindu Asta Brata dan Nasehat Sri Rama Lainnya</i> . Surabaya: Paramitha	
	7. Suka, I G. 2012. <i>Teori Etika Lingkungan: Antroposentrisme, Ekofeminisme, Ekosentris</i> . Denpasar: Udayana University Press	
	8. Wiana, I K. 2007. <i>Tri Hita Karana Menurut Konsep Hindu</i> . Surabaya: Paramita.	
	9. Windia, W. dan Wiguna, W.A.A. 2013. <i>Subak Warisan Budaya Dunia</i> . Denpasar: Udayana University Press.	
	10. Wirawan, M.A. 2011. <i>Tri Hita Karana: Kajian Teologi, Sosiologi, dan Ekologi Menurut Weda</i> . Surabaya: Paramita.	
Learning Media	Software	Hardware
	Audio-Visual Media and Internet Wi-Fi	LCD, Laptop
Team Teaching		
Prerequisite Course		

Meeting/ Week	Theme	Sub-Course Learning Outcome	Study Materials/Main Materials/Material Details	Expected final ability	Teaching Method	Learning Experience	Time Allocation
1	1	Explain the historical background of THK until the emergence of THK	THK embryos in the prehistoric era and their emergence according to local wisdom	Understanding the history of THK	Expository	Understanding and criticizing the history of THK	T: 2x50 M: 2x60 S: 2x60
	1	Analyzing	THK is integralist	Understanding	Group	Studying in groups	

		the essence of THK as an integralist idea		the essence of THK as an integralists idea	discussion on several articles related to the essence of THK as an integralists idea	examines the essence of THK as an integralists idea	
2	1	Analyzing THK on the human body	THK on the human body	Understanding self-implementation of THK	Group discussion about self-implementation of THK	Examining self-implementation of THK	T: 2x50 M: 2x60 S: 2x60
	1	Analyzing the meaning of harmony	The essence of harmony	Critical thinking about the concept of harmony	Group discussions, problem-based learning, and presentations	Studying in groups about the concept of harmony	
	1	Comparing the meaning of well-being and happiness	Discourse of prosperity and happiness	Analyzing the difference between the meaning of well-being and happiness	Expository and Group Discussion, and Value Clarification Technique	Examine the concept of well-being and happiness	
3	2	Analyzing the importance of thoughts in the context of determining happiness	Thoughts determine happiness	Concept analysis	Groups assignments to analyze cases related to thoughts and happiness	Studying in groups the relationship between thoughts and happiness	T: 2x50 M: 2x60 S: 2x60
	2	Explain the four goals of human life	The four goals of human life	Mastery of the concept of 4 life goals	Expository and discussion	Group discussion	

	2	Analyzing the relationship between work and happiness	Work as a source of wealth	Critical analysis of the concepts of work relationships and happiness	Group discussion, problem-based, and presentation	Reviewing concepts and analyzing problems	
4	2	Analyze the relationship between happiness and simple life	Partition based on 5W and 6Sa	Concept analysis	Journal analysis in group discussions	Reviewing concepts and discussions	T: 2x50 M: 2x60 S: 2x60
	2	Analyze the three pillars of happiness	Three pillars of happiness	Analysis of the concept of the three pillars of happiness	Expository and group discussion	Reviewing concepts and discussions	
5	2	Studying karmic relationships/ fate determines happiness.	Karma/ fate and happiness	Critical thinking analysis	Group discussion and case study	Studying cases in groups	T: 2x50 M: 2x60 S: 2x60
	2	Analyzing the role of government to realize happiness	The role of government is to create happiness	Concept and procedure analysis	Group discussion and case study	Studying cases in groups	
6	3	Explaining THK as a philosophy of life	THK as a Philosophy of Life	Understanding of THK as a philosophy of life	Expository and discussion	Reviewing the concept	T: 2x50 M: 2x60 S: 2x60
	3	Explaining THK as local wisdom	THK as local wisdom	Understanding of THK as local wisdom	Expository and discussion	Reviewing the concept	
7	3	Give examples of local theological wisdom	Theological local wisdom	Creating examples of local theological wisdom (Parhyangan)	Group discussion and presentation	Group discussion	T: 2x50 M: 2x60 S: 2x60

		(<i>Parhyangan</i> or relationship between human and God)					
	3	Giving examples of local social wisdom	Social local wisdom	Creating examples of local social wisdom	Group discussion and presentation	Group discussion	
	3	Give examples of local ecological wisdom	Ecological local wisdom	Creating examples of local ecological wisdom	Group discussion and presentation	Group discussion	
8		MIDDLE					T: 2x50
9	3	Analyzing the relationship between <i>Nyepi</i> (Silent Day) and ecological wisdom	Holy day reduces greenhouse gas emissions	Conceptual, procedural, and empirical analysis	Case studies in groups	Discussion and presentation	T: 2x50 M: 2x60 S: 2x60
	3	Analyzing <i>subak</i> (agricultural management group) as ecological wisdom	<i>Subak</i> and <i>Teba</i> (a backyard of a traditional Balinese house used for growing crops)	Conceptual, procedural, and empirical analysis	Case studies in groups	Discussion and presentation	
10	3	Applying THK in various areas of life	The application of THK in various fields of life	Concept implementation	Group discussions and presentations	Discussion and presentation	T: 2x50 M: 2x60 S: 2x60
	3	Explaining the relationship	THK applies multicracy	Understanding of the relationship	Expository and discussion	Reviewing the concept	

		between THK and the principle of multicracy		between THK and the principle of multicracy			
11	4	Analyzing the concepts of leadership and disciple	Leadership and disciple	Conceptual, procedural, and empirical analysis	Case studies in groups	Discussion and presentation	T: 2x50 M: 2x60 S: 2x60
	4	Explaining the essence of leadership is to lead yourself	THK lead yourself	Understanding of the concept of leadership in leading yourself	Expository and discussion	Reviewing the concept	
	4	Explaining spiritually-based leadership	Spiritually based mind control leadership	Understanding of the concept of spiritual-based leadership	Expository and discussion	Reviewing the concept	
12	4	analyze the essence of a leader as head, chairman, or father	leader as head, chairman, or father	Conceptual and empirical analysis	Group discussion and presentation	Discussions, field visits, and presentations	T: 2x50 M: 2x60 S: 2x60
	4	analyzing the ethics of leadership based on <i>Asta Brata</i>	<i>Asta Brata's</i> leadership	Conceptual and empirical analysis of <i>Asta Brata's</i> leadership	Expository, group discussion, and presentation	Discussions, field visits, and presentations	
	4	analyzing nature-based leadership	Leadership learns from nature	Conceptual and empirical analysis of nature-based leadership	Expository, group discussion, and presentation	Discussions, field visits, and presentations	
	4	Analyzing decision-making patterns that emphasize harmony	decision making that emphasizes harmony	Conceptual and empirical analysis of decision-making patterns that emphasize	Expository, group discussion, and presentation	Discussions, field visits, and presentations	

				harmony			
13	5	Explaining THK in line with Pancasila	THK is in line with Pancasila	Understanding of the concepts and procedures for aligning THK with Pancasila	Expository and discussion	Reviewing the concept	T: 2x50 M: 2x60 S: 2x60
	5	Abstracting THK includes the <i>Dharma Agama</i> and <i>Dharma Negara</i>	<i>Dharma agama dan Dharma Negara</i> (4 pillars of state life)	Reconstructing four pillars of religious life based on <i>Dharma agama dan Dharma Negara</i>	Concept discussion in groups	Review, discussion, and presentation	
	5	Give examples of religious expressions to manage SARA (ethnicity, religion, and race) to bring about harmony	religious expressions to manage SARA to bring about harmony	Creating examples of religious expressions to manage SARA to create harmony	Problem-based learning	Group discussion	
	5	Give examples of social expressions to manage SARA to create harmony	social expression to manage SARA to bring about harmony	Make examples of social expressions to manage SARA to create harmony	Problem-based learning	Group discussion	
14	5	Abstracting the essence of <i>Bhineka Tunggal Ika</i> equals Pluralism	<i>Bhineka Tunggal Ika</i> equals Pluralism	Reconstructing the essence of <i>Bhineka Tunggal Ika</i> equals Pluralism	Concept discussion in groups	Review, discussion, presentation	T: 2x50 M: 2x60 S: 2x60

	5	Explaining the meeting point of fundamental values in managing diversity to create harmony.	the meeting point of fundamental values between religions to create harmony	Understanding of the meeting point of fundamental values in managing diversity to create harmony	Expository and discussion	Reviewing the concept	
	5	Analyzing the essence of compassion, <i>Ahimsa</i> , and peace as the basis for harmony	the essence of compassion, <i>Ahimsa</i> , and peace	Conceptual and empirical analysis of the essence of love, <i>Ahimsa</i> , and peace as the basis for harmony	Expository, group discussion, and presentation	Discussions, field visits, and presentations	
15	5	Finding common ground for fundamental cultural values to create harmony	the meeting point of ethnic-based fundamental cultural values	Evaluating the meeting point of fundamental cultural values to create harmony	Group discussions, case studies, and presentations	Discussion and presentation	T: 2x50 M: 2x60 S: 2x60
	5	Explaining the link between harmony and interfaith dialogue	Harmony requires interfaith dialogue	An understanding of the link between harmony and interfaith dialogue	Expository and discussion	Reviewing the concept	
	5	Analyzing the challenges of Pancasila and THK in the era of the Industrial Revolution 4.0.	Challenges of Pancasila and THK in the era of the Industrial Revolution 4.0	Conceptual and empirical analysis of Pancasila and THK in the 4.0 Industrial Revolution era	Expository, group discussion, and presentation	Discussions, field visits, and presentations	

	5	Explaining the Middle Way and Four Ways Forward to uphold Pancasila and THK	<i>Sakmadya</i> and <i>Empat Jalan ke Depan</i> (Four Ways Forward)	Understanding of the Middle Way and the Four Ways Forward to uphold Pancasila and THK	Expository and discussion	Reviewing the concept	
16		Presentation of group reports on field visits	-	-	Panel discussion	Discussion	T: 2x170
17		FINAL TEST					T:2x50

Description:

T: duration of learning in class
M: independent study duration
S: duration of assignment completion

ASSESSMENT (criteria, indicators, and weights)

- A. Process Assessment (weight 60%)
1. Attitude (referring to the elaboration of the general description)
 2. Participation and activities in the learning process
 3. Completion of Tasks
- B. Product Rating (weight 40%)
1. Mid-semester test
 2. Final test

SEMESTER LESSON PLAN





LANGUAGE AND INSTRUCTIONS



Lecturer:

IDA BAGUS RAI, S.S., M.Pd.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN		No. Doc: FBS PBB-RPS-204
			Revision: 02
	LANGUAGE AND INSTRUCTIONS		Date: 31 st January 2020
	BLIS120204		Page : 14 pages
Written by:  IDA BAGUS RAI, S.S.M.Pd NIP 196802042008011009	Checked by:  Ida Ayu Sukma Wirani, S.S.,M.Pd. NIP 198312152008122002	Approved by:  IDA BAGUS RAI, S.S.M.Pd NIP 196802042008011009	
Lecturer	Study programme academic quality assurance	Coordinator of Balinese Language Education Study Programme	

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Language and Instruction
Course Code	: BLIS120204
Clusters of Courses	: Core Study Courses
Credit Hours	: 2
Degree	: Bachelor degree
Semester	: 2
Prerequisite	: -
Status (compulsory/elective)	: compulsory
Name and Lecturer's Code	: Ida Bagus Rai, S.S., M.Pd.

2. Course Description :

After taking this course, students can examine and analyze the nature and meaning of learning strategies, identify various efforts to manage external factors to create effective, efficient, and goal-directed learning, and 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, 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 group and individual assignments, (3) independent assignments in the form of deepening and exploring materials related to learning and instruction. Assessment in this course is carried out in the form of (1) attitude and participation assessment, (2) project-based assessment, (3) Mid-semester test, (4) Final test.

3. Learning Outcomes of the Referred Study Programme:

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
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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 methodologies, 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** Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values under 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, and solving problems in Balinese language education.

4. Course Learning Outcome :

- CLO1 Demonstrate scientific, educative, and religious attitudes and behaviors that improve the quality of life in society, nation, and state-based on academic norms and ethics.
- CLO2 Mastering educational theory, Balinese language science, and Balinese language education in general.
- CLO5 Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

5. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Students can learn and understand the nature of learning 1. Explaining the meaning of learning 2. Identify	The essence of learning	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60	Individual assignments and group assignments/ Mid-	1,2,3,4.

	learning characteristics 3. Explain the types of learning			minutes of independent study	semester test and final test	
2	Students can learn and understand the nature of learning. 1. Explain the meaning of learning 2. Explaining the basic pattern of learning 3. Explaining various new paradigms in learning	The essence of learning	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.
3	Students can study and understand Behavioristic Learning Theory 1. Explain the nature of Behavioristic learning theory 2. Explain the basic premise of Behavioristic learning theory 3. 3. Identify Behavioristic learning theories	Behavioristic Learning Theory	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.
4	Students can learn and understand the development of Behavioristic learning theory. 1. Explaining Clark Hull's Systematic Behavior theory 2. Explain the theory of Contiguity 3. Explaining Skinner's Operant Conditioning	Development of Behavioristic learning theory	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.

	theory 4. Apply the theory of Hull, Guthrie, and Skinner in learning					
5	Students can study and understand Cognitive learning theory. 1. Explain the basic principles of Cognitive learning theory 2. Explaining the view of Cognitive learning theory about learning 3. Explaining Bruner, Ausubel, and Gagne's theory	Cognitive learning theory	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.
6	Students can learn and understand Bruner and Ausubel's learning theory. 1. Explain Bruner's learning principles 2. Applying Bruner's learning model 3. Explain meaningful learning from Ausubel 4. Applying Ausubel's learning model in the learning process	Bruner and Ausubel's learning theory	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.
7	Students can learn and understand the nature of learning, according to Robert Gagne 1. Identify a variety of learning.	The nature of learning, according to Robert Gagne	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of	Individual assignments and group assignments/ Mid-semester test and	1,2,3,4.

	2. Explain cognitive processes in learning 3. Explain the nine learning events			independent study	final test	
8	MID-SEMESTER TEST					
9	Students can learn and understand the J. Piaget intellectual development model. 1. Explain the principle of intellectual development 2. Describe the intellectual development process 3. Explain the nature of knowledge and its formation 4. Describe the process of compiling knowledge 5. Explain the stages of cognitive development	J. Piaget's model of intellectual development	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.
10	Students can learn and understand multiple intelligences 1. Explain the meaning of intelligence 2. Identify the factors that influence the development of multiple intelligences. 3. Explain ways to increase intelligence	Multiple intelligences	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.
11	Students can learn and	Characteristics and	Lectures,	2 x 50	Individual	1,2,3,4.

	<p>understand the characteristics and theories of multiple intelligences.</p> <p>1. Identify the characteristics of multiple intelligences</p> <p>2. Implementing multiple intelligence theories</p>	theories of multiple intelligences	Discussions, Questions and Answers, and exercises.	minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	1 assignments and group assignments/ Mid-semester test and final test	
12	<p>Students can study and understand innovative learning models.</p> <p>1. Explain the meaning of the learning model</p> <p>2. Explaining modern learning theories which underlie the learning model</p>	Innovative learning models	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.
13	<p>Students can study and understand the cooperative learning model</p> <p>1. Explain the understanding of the cooperative learning model</p> <p>2. Identify the types of cooperative learning models</p> <p>3. Implementing cooperative learning steps</p>	Cooperative learning model	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.
14	<p>Students can study and understand problem-based learning models</p> <p>1. Explain the meaning of the problem-based learning model</p> <p>2. Identifying the</p>	Problem-based learning model	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.

	<p>particular characteristics of the problem-based learning model</p> <p>3. Applying problem-based learning steps</p>			study		
15	<p>Students can study and understand innovative learning models</p> <p>1. Explain the meaning of the contextual learning model</p> <p>2. Identifying the elements of contextual learning</p> <p>3. Implementing contextual learning steps</p>	Understanding innovative learning models	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual assignments and group assignments/ Mid-semester test and final test	1,2,3,4.
16	FINAL TEST					

1. Reference List

- a. Dimiyati dan Mudjiono. Belajar dan Pembelajaran. Rosda
- b. Suyono dan Haryanto. Rosda. Belajar dan pembelajaran (Teori dan Konsep Dasar).
- c. Suparno, Paul. Teori Intlegensi ganda dan aplikasinya di sekolah.
- d. Djamarah, Syaiful Bahri, dan Aswan Zain. Strategi Belajar Mengajar. Bineka Cipta.

2. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc

2. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN

Curriculum Development



Lecturers:



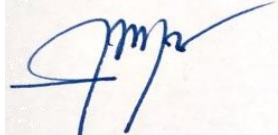
Ida Ayu Sukma Wirani, S.S., M.Pd

Ida Ayu Putu Purnami, S.S., M.Pd

Ida Bagus Made Ludy Paryatna, S.S., M.Pd

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc : FBS PBB-
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		RPS-205
		Revision : 02
	CURRICULUM DEVELOPMENT BLIS120205	Date : 31 st January 2021
		Page: 22 Pages
Written By:  Ida Ayu Putu Purnami, S.S., M.Pd. NIP.198403172008012002	Checked By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S., M.Pd. NIP.1968020420080110 09
Lecturer	Study programme academic quality assurance	Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Curriculum Development
Course Code	: BLIS120205
Clusters of Courses	: Core study courses
Credit Hours	: 2
Grade	: Bachelor degree
Semester	: Even semester
Prerequisite	: -
Status (compulsory/elective)	: Compulsory
Name and Lecturer's Code	: Ida Ayu Putu Purnami, S.S., M.Pd.

2. Course Description

After studying the Curriculum Development course, students can understand the theoretical concepts of curriculum review and development and analyze the application of the curriculum used in Balinese language learning. The curriculum review 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, academic unit level curriculum components, applications KTSP curriculum in Balinese language learning, 2013 curriculum, 2013 curriculum application in Balinese language learning, SK-KD (Standard Competencies-Basic Competencies) and KI-KD (Core Competencies-Basic Competencies) analysis, syllabus development and learning tools. Activities in this course include studying the theoretical concepts of curriculum review, 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.

Learning Outcomes of the Referred Study Programme

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 methodologies, media and technology, evaluation according to the characteristics of the material (content knowledge) of Bali

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 Able to apply logical, critical, systematic, and innovative thinking 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 application of Balinese language learning systems/models;

PLO9 Applying, studying, designing, utilizing science and technology, and solving problems in Balinese language education.

3. Course Learning Outcome

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;

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;

4. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Students can	• Study	• Discussion	2 x 50 minutes	• Activity	Hamalik,

	understand: <ul style="list-style-type: none"> • Study contract • General curriculum study materials 	contract <ul style="list-style-type: none"> • General curriculum study materials 	<ul style="list-style-type: none"> • Question and answer 	of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study 2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	assessment in question-and-answer session and discussion	Oemar. 2017. <i>Kurikulum dan Pembelajaran</i> . Jakarta : Bumi Aksara. (Ref. G) Ansyar, Mohamad. 2015. <i>Kurikulum: Hakikat, Fondasi, Desain & Pengembangan</i> . Jakarta: Kencana Prenadamedia Group (Ref. B)
2	Students can understand and explain about: <ul style="list-style-type: none"> • Understanding of curriculum study • Curriculum function • Role of curriculum 	<ul style="list-style-type: none"> • Definition of curriculum study • Curriculum function • Role of curriculum 	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion 	Hamalik, Oemar. 2017. <i>Kurikulum dan Pembelajaran</i> . Jakarta : Bumi Aksara. (Ref. G) Ansyar, Mohamad. 2015. <i>Kurikulum:</i>

						<i>Hakikat, Fondasi, Desain & Pengembangan</i> . Jakarta: Kencana Prenadamedia Group (Ref. B)
3	Students can understand and explain curriculum components	Curriculum components	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion 	<p>Hamalik, Oemar. 2017. <i>Kurikulum dan Pembelajaran</i>. Jakarta: Bumi Aksara. (Ref. G)</p> <p>Ansyar, Mohamad. 2015. <i>Kurikulum: Hakikat, Fondasi, Desain & Pengembangan</i>. Jakarta: Kencana Prenadamedia Group (Ref. B)</p>
4	Students can understand and	Curriculum principles	<ul style="list-style-type: none"> • Discussion • Question and 	2 x 50 minutes of in-class learning, 2 x 60	<ul style="list-style-type: none"> • Activity assessment in 	Hamalik, Oemar. 2017.

	explain curriculum principles		answer	minutes of structured assignments, 2 x 60 minutes of independent study	question-and-answer session and discussion	<p><i>Kurikulum dan Pembelajaran.</i> Jakarta: Bumi Aksara. (Ref. G)</p> <p>Ansyar, Mohamad. 2015. <i>Kurikulum: Hakikat, Fondasi, Desain & Pengembangan</i>. Jakarta: Kencana Prenadamedia Group (Ref. B)</p>
5	Students can understand and explain curriculum developments in Indonesia	Curriculum developments in Indonesia	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion 	<p>Hamalik, Oemar. 2017. <i>Kurikulum dan Pembelajaran.</i> Jakarta: Bumi Aksara.</p> <p>Ansyar, Mohamad. 2015. <i>Kurikulum: Hakikat, Fondasi, Desain & Pengembangan</i>. Jakarta: Kencana</p>

						Prenadamedia Group (Ref. G)
6	Students can understand and explain curriculum developments in Indonesia	Curriculum developments in Indonesia	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion 	<p>Hamalik, Oemar. 2017. <i>Kurikulum dan Pembelajaran</i>. Jakarta: Bumi Aksara. (Ref. G)</p> <p>Ansyar, Mohamad. 2015. <i>Kurikulum: Hakikat, Fondasi, Desain & Pengembangan</i>. Jakarta: Kencana Prenadamedia Group (Ref. B)</p>
7	Students can understand and explain the principles of curriculum development	The principles of curriculum development	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion 	<p>Majir, Abdul. 2017. <i>Dasar Pengembangan Kurikulum</i>. Deepublish (Grup Penerbit CV Budi Utama) : Yogyakarta (Ref. K)</p> <p>Masykur. 2019. <i>Teori dan Telaah Pengembangan</i></p>

						<i>n Kurikulum.</i> AURA CV. Anugrah Utama Raharja : Bandar Lampung (Ref. L)
8	MID SEMESTER TEST (problem based)					
9	Students can understand and explain curriculum development with a competency approach	Curriculum development with a competency approach	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion 	Major, Abdul. 2017. <i>Dasar Pengembangan Kurikulum</i> . Deepublish (Grup Penerbit CV Budi Utama) : Yogyakarta (Ref. K) Masykur. 2019. <i>Teori dan Telaah Pengembangan Kurikulum</i> . AURA CV. Anugrah Utama Raharja : Bandar Lampung (Ref. L)
10	Students can	Education unit	<ul style="list-style-type: none"> • Discussion 	2 x 50 minutes of in-class	<ul style="list-style-type: none"> • Activity assessment 	Depdikbud.

	understand and explain the education unit level curriculum	level curriculum	<ul style="list-style-type: none"> • Question and answer • Assignment • Presentation 	learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	in question-and-answer session and discussion	2017. <i>Materi Pelatihan Guru Implementasi Kurikulum</i> . Jakarta: Depdikbud (Ref. E)
11	Students analyze and present how the application of KTSP (Education unit level curriculum) in Balinese language learning	KTSP application in Balinese language learning	<ul style="list-style-type: none"> • Discussion • Question and answer • Assignment • Presentation 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion • Assessment of assignments and presentations 	Depdikbud. 2017. <i>Materi Pelatihan Guru Implementasi Kurikulum</i> . Jakarta: Depdikbud (Ref. E) Muslich, Masnur. 2011. <i>Authentic Assessment: Penilaian Berbasis Kelas dan Kompetensi</i> . Bandung: PT Refika Aditama (Ref. M)
12	Students can understand and explain the 2013	2013 Curriculum	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x	<ul style="list-style-type: none"> • Activity assessment in question-and-answer 	Khuluqo. 2017. <i>Belajar dan</i>

	curriculum			60 minutes of independent study	session and discussion	<p><i>Pembelajaran.</i> Yogyakarta: Pustaka Pelajar. (Ref. J)</p> <p>Nurmala, R., dkk. 2017. Peran Guru Dalam Implementasi Kurikulum 2013. Jurnal Kurikulum. Vol 2, nomer 1. Page 722-733 (Ref. N)</p> <p>Rusman. 2013. <i>Model-Model Pembelajaran : Mengembangkan Profesionalisme Guru.</i> Jakarta: PT RajaGrafindo persada (Ref. O)</p> <p>Abidin, Yunus. 2014. <i>Desain Sistem</i></p>
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						<i>Pembelajaran dalam Konteks Kurikulum 2013. Jakarta: PT Refika Aditama (Ref. A)</i>
13	Students can analyze / study and present how the implementation of the 2013 curriculum on Balinese language learning	2013 curriculum application in Balinese language learning	<ul style="list-style-type: none"> ● Discussion ● Question and answer ● Assignment ● Presentation 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> ● Activity assessment in question-and-answer session and discussion ● Assessment on tasks and presentations 	<p>Abidin, Yunus. 2014. <i>Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013. Jakarta: PT Refika Aditama (Ref. A)</i></p> <p>Kemdikbud. 2017. <i>Panduan Pengelolaan Kurikulum. Jakarta : Dirjen Dikdasmen Kemdikbud (Ref. H)</i></p>
14	Students can understand and	Standard Competencies-Basic	<ul style="list-style-type: none"> ● Discussion ● Question and 	2 x 50 minutes of in-class learning, 2 x 60 minutes of	<ul style="list-style-type: none"> ● Activity assessment in question-and-answer 	Farida, Ida. 2017.

	study SK-KD (Standard Competencies-Basic Competencies) and KI-KD (Core Competencies-Basic Competencies)	Competencies and Core Competencies-Basic Competencies analysis	answer <ul style="list-style-type: none"> • Assignment • Presentation 	structured assignments, 2 x 60 minutes of independent study	session and discussion <ul style="list-style-type: none"> • Assessment of assignments and presentations 	<i>Evaluasi Pembelajaran Berdasarkan Kurikulum Nasional. PT Remaja Rosdakarya : Bandung (Ref. F)</i> <i>Kemdikbud. 2017. Panduan Penyusunan Rencana Pelaksanaan Pembelajaran Sekolah Menengah Pertama. Jakarta : Dirjen Dikdasmen Kemdikbud (Ref. H)</i>
15	Students can understand and explain the development of the syllabus and learning tools	The development of syllabus and learning tools	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion 	<i>Suryadi, R. A., Mushlih, A. 2019. Desain dan Perencanaan Pembelajaran. Yogyakarta : Deepublish. (Ref. P)</i> <i>Syaripuddin. 2019. Sukses Mengajar di Abad 21:</i>

						<p>(Keterampilan Dasar Mengajar dan Pendekatan Pembelajaran K13). Kab. Ponorogo : Uwais Inspirasi Indonesia. (Ref. Q)</p> <p>Darmadi, H. 2018. <i>Optimalisasi Strategi Pembelajaran : Inovasi Tiada Henti Untuk Meningkatkan Kualitas Proses dan Hasil Belajar Peserta Didik</i>. Bogor, ID : Guepedia. (Ref. C)</p> <p>Darmadi. 2017. <i>Pengembangan Model dan Metode Pembelajaran</i></p>
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						dalam Dinamika Belajar Siswa. Yogyakarta, ID : Deepublish. (Ref. D)
16	FINAL TEST (project-based)					

5. References

- A. Abidin, Yunus. 2014. *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*. Jakarta: PT Refika Aditama
- B. Ansyar, Mohamad. 2015. *Kurikulum: Hakikat, Fondasi, Desain & Pengembangan*. Jakarta: Kencana Prenadamedia Group
- C. Darmadi, H. 2018. *Optimalisasi Strategi Pembelajaran : Inovasi Tiada Henti Untuk Meningkatkan Kualitas Proses dan Hasil Belajar Peserta Didik*. Bogor, ID : Guepedia.
- D. Darmadi. 2017. *Pengembangan Model dan Metode Pembelajaran dalam Dinamika Belajar Siswa*. Yogyakarta, ID : Deepublish.
- E. Depdikbud. 2017. *Materi Pelatihan Guru Implementasi Kurikulum*. Jakarta: Depdikbud
- F. Farida, Ida. 2017. *Evaluasi Pembelajaran Berdasarkan Kurikulum Nasional*. PT Remaja Rosdakarya : Bandung
- G. Hamalik, Oemar. 2017. *Kurikulum dan Pembelajaran*. Jakarta : Bumi Aksara.
- H. Kemdikbud. 2017. *Panduan Pengelolaan Kurikulum*. Jakarta : Dirjen Dikdasmen Kemdikbud
- I. Kemdikbud. 2017. *Panduan Penyusunan Rencana Pelaksanaan Pembelajaran Sekolah Menengah Pertama*. Jakarta : Dirjen Dikdasmen Kemdikbud
- J. Khuluqo. 2017. *Belajar dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- K. Majir, Abdul. 2017. *Dasar Pengembangan Kurikulum*. Deepublish (Grup Penerbit CV Budi Utama) : Yogyakarta
- L. Masykur. 2019. *Teori dan Telaah Pengembangan Kurikulum*. AURA CV. Anugrah Utama Raharja : Bandar Lampung
- M. Muslich, Masnur. 2011. *Authentic Assessment: Penilaian Berbasis Kelas dan Kompetensi*. Bandung:PT Refika Aditama
- N. Nurmala, R., dkk. 2017. Peran Guru Dalam Implementasi Kurikulum 2013. Jurnal

Kurikulum. Vol 2, nomer 1. Page 722-733

O. Rusman. 2013. *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*.

Jakarta: PT RajaGrafindo persada

P. Suryadi, R. A., Mushlih, A. 2019. *Desain dan Perencanaan Pembelajaran*. Yogyakarta :

Deepublish.

Q. Syaripuddin. 2019. *Sukses Mengajar di Abad 21: (Keterampilan Dasar Mengajar dan*

Pendekatan Pembelajaran K13). Kab. Ponorogo : Uwais Inspirasi Indonesia.

6. Appendix 1: Teaching Resources: Module

7. Appendix 2: Test questions, performance tests, rubrics, observation sheets

SEMESTER LESSON PLAN



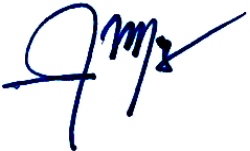
(Language Teaching Methods)



Lecturer:

Ida Bagus Made Ludy Paryatna, S.S., M.Pd.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	(Language Teaching Methods) BLIS120114	Revision : 02
		Date : 31 st January 2020
		Page: 12 Pages
Written By:  Ida Bagus Made Ludy Paryatna, S.S., M.Pd 198317062008121004 Lecturer	Checked By:  Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002 Study programme academic quality assurance	Approved By:  Ida Bagus Rai, S.S.M.Pd NIP 196802042008011009 Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Language Teaching Methods
Course Code	: BLIS120114
Clusters of Courses	: Core study courses
Credit Hours	: 2
Grade	: Bachelor degree
Semester	: Even semester
Prerequisite	: -
Status (compulsory/elective)	: Compulsory
Name and Lecturer's Code	: Ida Bagus Made Ludy Paryatna, S.S., M.Pd. /

2. Course Description

This course is a core study course. 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 to become professional teachers,
- (2) Students are given skills in using general communication language teaching methods in Balinese, (3) students are given training related to peer teaching (teaching exercises in simple terms) practice within 15 minutes.
- (3) This course consists of (1) theoretical concepts of Language Teaching Methods: the nature of Language Teaching Methods and the types of Language Teaching Methods. (2) the weaknesses and strengths of the Language Teaching Method. (3) Using Language Teaching Methods in a peer teaching-learning.

3. Learning Outcomes of the Referred Study Programme

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 methodologies, media and technology, evaluation according to the characteristics of the material (content knowledge) of Bali
- 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** Able to apply logical, critical, systematic, and innovative thinking 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, and solving problems in Balinese language education.

4. Course Learning Outcome

- 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;
- PLO2** Mastering educational theory, Balinese language science, and Balinese language education in general;
- PLO 3** Mastering learning theory and Balinese language content in depth which includes Balinese language curriculum, learning methodologies, media and technology, and evaluation under the characteristics of Balinese language content knowledge
- PLO4** Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;

5. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	After attending the course, students are expected to: 1.1 Able to	Definition and variety of language teaching methods.	1. Lectures 2. discussion 3. group work 4. assignment (group)	2 x 50 minutes of in-class learning, 2 x	Practice, individual, and group assignments	1,2,3,4,5,6

	understand and analyze the meaning and variety of language teaching methods and their application.		and individual) 5. question and answer, 6. review and practice teaching in the classroom applying the Language Teaching Method.	60 minutes of structured assignments, 2 x 60 minutes of independent study		
2	2. After attending lectures, students are expected to be able to: 2.1 Using the grammar-translation method in learning. 2.2 Understand the advantages and disadvantages of grammar-translation methods. 2.3 Be able to apply the steps of the grammar-translation method.	Grammar translation method	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5,6
3	3. After taking this course, students are expected to. 3.1 Understand and apply the direct method.	Direct method	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual and group assignments	1,2,3,4,5,6
4	4. After taking this course, students are expected to be able to: 4.1 Understanding and using audio-lingual methods	Audio Lingual Method	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5,6
5	5. Students are expected to be able to:	Audio-lingual method	1. Lectures 2. discussion 3. group work 4. assignment (group	2 x 50 minutes of in-class learning, 2 x	Practice, individual, and group assignments	1,2,3,4,5,6

	5.1 Applying the audio-lingual method in the learning process		and individual) 5. question and answer, 6. reviewing language teaching methods	60 minutes of structured assignments, 2 x 60 minutes of independent study		
6	After attending lectures, students are expected to be able to apply the total physical response method	total physical response	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5, 6
7	After attending lectures, students are expected to be able to apply the community language learning method	community language learning method	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study x 50	Practice, individual, and group assignments	1,2,3,4,5, 6
8	MID-SEMESTER TEST					
9	After attending this course, students are expected to apply the communicative language teaching method.	communicative language teaching method	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5, 6
10	After attending lectures, students are expected to apply situational language teaching methods.	situational language teaching methods	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5, 6

11	Able to apply audiovisual method	audiovisual method	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5,6
12	12. After being given lectures, students are expected to be able to: 12.1 Able to understand the reading method	Reading method	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5,6
13	13.1 Mampu memahami dan menerapkan metode suggestopedia	Metode suggestopedia	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5,6
14	able to understand and apply structural, oral, and situational methods.	Structural, oral and situational methods.	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5,6
15	15. able to understand and apply the principles and procedures of structural methods in the	Principles and procedures of structural methods in the learning process.	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. reviewing language teaching methods	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Practice, individual, and group assignments	1,2,3,4,5,6

	learning process.					
16	<i>FINAL TEST</i>					

6. References

1. Ratminingsih, Dr. Ni Made, MA. (2017). *"Metode dan Strategi Pembelajaran Bahasa Inggris"*. Depok: PT RajaGrafindo Persada.
2. Larsen-Freeman, D. (2010). *"Techniques and Principles in Language Teaching."* Oxford: Oxford University Press.
3. Tarigan, Prof. Dr. Henry Guntur. (1989). *"Metodologi Pengajaran Bahasa (Suatu Penelitian Kepustakaan)"*. Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan.
4. Tarigan, Prof. Dr. Henry Guntur. (1985). *"Pengajaran Gaya Bahasa"* Bandung: Angkasa Bandung.
5. Said Alamsyah, S.Pd., M.Si, dkk. (2015). *"95 Strategi Mengajar"*. Jakarta: Prenada Media Group
6. Anom, Drs. I Gusti Ketut, dkk. (1983). *"Tata Bahasa Bali"*. Denpasar: Upadasastra.

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

TRADITIONAL BALINESE LITERATURE



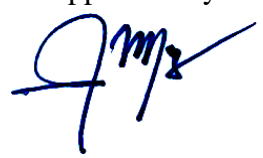


Lecturers:

**Ida Ayu Sukma Wirani, S.S., M.Pd.
Ida Bagus Putra Manik Aryana, S.S., M.Si.
Ida Ayu Putu Purnami, S.S., M.Pd.**

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc. : FBS-RPS PBB-208
		Revision : 02
	TRADITIONAL BALINESE	Date : 31 Januari 2021

	LITERATURE BLIS120208	Page: 12 Page
Written By:  Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002	Checked By:  Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S., M.Pd NIP 196802042008011009
Lecturer	Study programme academic quality assurance	Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Traditional Balinese Literature
Course Code	: BLIS120208
Clusters of Courses	: Core study courses
Credit Hours	: 2
Grade	: Bachelor degree
Semester	: Even
Prerequisite	: -
Status (compulsory/elective)	: Compulsory
Name and Lecturer's Code	: Ida Ayu Sukma Wirani-

2. Course Description

Kesusastraan Bali Purwa course is a course on developing ancient Balinese literature in Bali. After studying this course, students can master the theory and development of old Balinese literature, identify the types of Balinese Purwa literary works, and demonstrate Balinese Purwa literary works. This course discusses the development of old Balinese literature, the systematics of old Balinese literature, types of old Balinese literary works, and the purwa Balinese literature structure. The activities of the *Kesusastraan Bali Purwa* course are mastering the development of old Balinese literature, identifying the types of Balinese literature, analyzing the types of old Balinese literature in literary discourse, and demonstrating skills in old Balinese literature. The assessment used is an assessment by looking at activity, completeness of tasks, mid-semester test with problem-based and final test with a performance test.

3. Learning Outcomes of the Referred Study Programme

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;
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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 methodologies, media and technology, evaluation according to the characteristics of the material (content knowledge) of Bali
- 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** Able to apply logical, critical, systematic, and innovative thinking 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, and solving problems in Balinese language education.

4. Course Learning Outcome

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 methodologies, media and technology, evaluation according to the characteristics of the material (content knowledge) of Bali

GENERAL SKILLS

- PLO5** Able to integrate learning and innovation skills, mastery of technology and information, development, and life skills to become lifelong learners;

5. Description of the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
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1	<ul style="list-style-type: none"> - Understanding the nature of Balinese literature - Describe the development of Balinese Hindu literature in the era of Sindok, Kediri, Majapahit. 	<ul style="list-style-type: none"> - Definition of Balinese literature - The development of Hindu literature during the Sindok, Kediri, and Majapahit eras 	<p>Interactive discussions and questions and answers about the development of Hindu literature during the Sindok, Kediri, and Majapahit eras</p> <p>The task of summarizing the literary works of this era</p>	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Assessment of activity in lectures	<ul style="list-style-type: none"> - Agastia, IB.1994.KESUSASTRAAN HINDU INDONESIA (sebuah pengantar).Dharma Sastra ; Denpasar. - Gautama,Budha Wyn.2007.KESUSASTRAAN BALI (Cakepan Penuntun Mlajahin Kesusastraan Bali). PARAMITA; Surabaya. - Disbudpar.2007. Kesusastraan Bali.Disbudpar; Denpasar.
2	<ul style="list-style-type: none"> - Describing the development of Hindu literature in Bali (Waturenggong Age) until the 21st century - Identifying Hindu Literature 	<ul style="list-style-type: none"> - The development of Hindu literature in Bali (Waturenggong Age) until the 21st century - Hindu Literature 	<p>Discussion and question and answer on the development of literature from the Waturenggong era to the 21st century</p> <p>the task of identifying Hindu literature</p>	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Assessment of presentation and activeness in the discussion.	<ul style="list-style-type: none"> - Agastia, IB.1994.KESUSASTRAAN HINDU INDONESIA (sebuah pengantar).Dharma Sastra ; Denpasar.
3	<ul style="list-style-type: none"> - Understand the theory and systematic concept of Balinese literature 	<ul style="list-style-type: none"> - Systematics of Balinese literature - Examples of literary works 	<p>Discussion and question and answer on the systematics of Balinese literature</p> <p>The task of identifying literary works</p>	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Assessment of activity in the question and answer session	<ul style="list-style-type: none"> - Gautama, Budha Wyn.2007. <i>KESUSASTRAAN BALI (Cakepan Penuntun Mlajahin Kesusastraan Bali)</i>. Paramita;

			according to systematics			Surabaya.
4	<ul style="list-style-type: none"> - Understanding Prose; definition, form, function, and meaning in Balinese <i>satua</i> or local stories 	<ul style="list-style-type: none"> - Definition of <i>Satua</i> - The form, function, and meaning of Balinese stories - <i>Satua</i> Analysis 	presentations, contextual discussion ; looking for stories that develop in each area in Bali and Analyzing <i>satua</i> or local stories	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Assessment of activity in the discussion, observation, and analysis	<ul style="list-style-type: none"> - Suastika I Made. 2011. <i>Tradisi Sastra Lisan (Satua) di Bali; Kajian Bentuk, Fungsi, dan Makna</i>. Pustaka Larasan; Denpasar.
5	<ul style="list-style-type: none"> - Understand the theory and concept of <i>babad</i> (traditional Balinese literature) - Understand the characteristics of <i>babad</i> - Analyzing <i>babad</i> 	<ul style="list-style-type: none"> - Definition of <i>babad</i> - The characteristics of <i>Babad</i> - Grouping <i>babad</i> according to their contents - Text about <i>babad</i> 	<ul style="list-style-type: none"> - Presentation - discussion - question and answer - Exercise 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Assessment of activity in question and answer session	<ul style="list-style-type: none"> - Manik Aryana Ida Bagus. 2020. <i>Modul PPG Kesusastraan Bali</i>. Kemdikbud ; Jakarta.
6	<ul style="list-style-type: none"> - Understanding <i>pralambang</i> or symbols - Describing the <i>pralambang</i> - Identify examples of Balinese proverbs. 	<ul style="list-style-type: none"> - Definition of proverbs - Types of proverbs - Examples of proverbs 	Presentation and Q&A about proverbs and Types of proverbs assignments to make discourses using Balinese proverbs	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Presentation assessment, activeness in discussion and individual assessment	<ul style="list-style-type: none"> - Gautama, Budha Wyn. 2007. KES USASTRAN BALI (Cakepan Penuntun Mlajahin Kesusastraan Bali). PARAMITA; Surabaya. - Sukma Wirani I.A. dkk. 2017. <i>Nilai Kearifan Lokal Basita Paribasa dalam Tembang Pop Bali</i>. Hasil Penelitian. UNDIKSHA. Tidak diterbitkan

7	<ul style="list-style-type: none"> - Analyzing the <i>pralambang</i> or symbols in Balinese pop songs - Applying <i>pralambang</i> in communication - Create discourse with <i>pralambang</i> 	<ul style="list-style-type: none"> - Analysis of <i>pralambang</i> in Balinese pop songs - Implementation of <i>pralambang</i> in communication - Balinese discourse 	<ul style="list-style-type: none"> - Presentation - Discussion - Question and answer - Discourse writing exercise 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Attitude Assessment, Performance Assessment, and Individual reports	<ul style="list-style-type: none"> - Gautama, Budha Wyn. 2007. KES USASTRAN BALI (Cakepan Penuntun Melajihin Kesusastraan Bali). PARAMITA; Surabaya. - Sukma Wirani I.A.dkk. 2017. <i>Nilai Kearifan Lokal Basita Paribasa dalam Tembang Pop Bali</i>. Hasil Penelitian. UNDIKSHA. Tidak diterbitkan
8	MID SEMESTER TEST					
9	<ul style="list-style-type: none"> - Understand the theory and concepts of <i>sastra tembang</i> (types of traditional Balinese songs) - Understanding the types of <i>sastra tembang</i> Identify the differences between prose and <i>sastra tembang</i>. 	<ul style="list-style-type: none"> - Definition of <i>sastra tembang</i> - Types of <i>sastra tembang</i> 	<p>Presentation and discussion on <i>sastra tembang</i> and the type.</p> <p>Identifying <i>sastra tembang</i></p>	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Attitude Assessment, Performance Assessment, and Individual reports	<ul style="list-style-type: none"> - Gautama, Budha Wyn. 2007. KES USASTRAN BALI (Cakepan Penuntun Melajihin Kesusastraan Bali) PARAMITA; Surabaya.
10	<ul style="list-style-type: none"> - Understanding Sekar Rare (traditional Balinese songs) - Understand the characteristics of Sekar Rare - Knowing examples of Sekar Rare - Singing one type of Sekar Rare 	<ul style="list-style-type: none"> - Definition of <i>Sekar Rare</i> - Characteristics of <i>Sekar Rare</i> - Example of <i>Sekar Rare</i> - The lyric of <i>Sekar Rare</i> 	<ul style="list-style-type: none"> - Presentation - Discussion - question and answer - Performance exercise 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Assessment on presentation and activity during the discussion session	<ul style="list-style-type: none"> - Gautama I Wayan. 2007. Panuntun Pelajaran Gending Bali. CV Kayumas Agung; Denpasar.
11	<ul style="list-style-type: none"> - Understand the theory and 	<ul style="list-style-type: none"> - Definition of <i>sekar alit</i> 	<ul style="list-style-type: none"> - Presentation 	2 x 50 minutes of in-class	Presentation assessment,	<ul style="list-style-type: none"> - Gautama, Budha

	<p>concept of <i>sekar alit</i> as a type of traditional song in Bali</p> <ul style="list-style-type: none"> - Understand the rules in <i>sekar alit</i> - Understand the characters in each type of <i>sekar alit</i> songs. - -Identify the different types of <i>sekar alit</i>. 	<ul style="list-style-type: none"> - <i>Sekar alit</i> rules - <i>Pupuh</i> (type of <i>sekar alit</i>) characteristics - Example of <i>pupuh</i> 	<ul style="list-style-type: none"> - Discussion - Question and answer - Summary 	learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	activeness in question and answer, and Individual reports.	<p>Wyn.2007.KE SUSASTRAAN BALI (Cakepan Penuntun Mlajahin Kesusastraan Bali). PARAMITA; Surabaya.</p> <ul style="list-style-type: none"> - Gautama I Wayan. 2007. Panuntun Pelajaran Gending Bali. CV Kayumas Agung; Denpasar.
12	<ul style="list-style-type: none"> - Understanding <i>sekar media</i> (Balinese traditional song) - Describe the rules in <i>sekar media</i> - Knowing the types of <i>sekar media</i> - Singing one type of <i>sekar media</i>. 	<ul style="list-style-type: none"> - Definition of <i>sekar media</i> - <i>Pada lingsa</i> (the rules for making and chanting <i>pupuh</i>) in <i>sekar media</i> - Example of <i>sekar media</i> 	<ul style="list-style-type: none"> - Presentation - discussion - question and answer - Practice singing <i>Sekar media</i> in a structured and independent way 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Presentation assessment, activeness in question and answer, and individual performance assessment.	<ul style="list-style-type: none"> - Gautama, Budha Wyn.2007. KESUSASTRAAN BALI (Cakepan Penuntun Mlajahin Kesusastraan Bali). PARAMITA; Surabaya. - Gautama I Wayan. 2007. Panuntun Pelajaran Gending Bali. CV Kayumas Agung; Denpasar.
13	<ul style="list-style-type: none"> - Understanding <i>Sekar Agung</i> as Balinese 	<ul style="list-style-type: none"> - <i>Sekar Agung</i> definition - Rules in <i>sekar agung</i> 	<ul style="list-style-type: none"> - Presentation - Discussion - Question 	2 x 50 minutes of in-class learning, 2	Presentation assessment, activeness in question	<ul style="list-style-type: none"> - Gautama, Budha Wyn.2007. KESUSAS

	traditional song - Describe the rules in <i>sekar agung</i> - Knowing the types of songs in <i>Sekar Agung</i>	- examples of <i>tembang</i> or songs based on their function	and answer - Practice singing <i>Sekar Agung</i> in a structured and independent way	x 60 minutes of structured assignments, 2 x 60 minutes of independent study	and answer, and individual report	TRAAN BALI (Cakepan Penuntun Mlajahin Kesusastraan Bali). PARAMIT A; Surabaya. - Tinggen I Nengah.2004.Dasar-Dasar Kakawin. CV. Kayumas; Denpasar.
14	- Understand the theory and concepts of <i>palawakia</i> (traditional Balinese song) - Identify the difference between <i>palawakia</i> and <i>tembang</i> - Understand the content of <i>palawakia</i>	- Definition of <i>palawakia</i> - Contents from <i>palawakia</i> - Example of <i>Palawakia</i> - How to sing <i>palawakia</i>	- Presentation - Discussion - Question and answer - Practice singing <i>palawakia</i>	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Assessment of activity in question and answer	- Gautama, Budha Wyn.2007. KESUSAS TRAAN BALI (Cakepan Penuntun Mlajahin Kesusastraan Bali). PARAMIT A; Surabaya.
15	- Appreciating old Balinese literature both in spoken and written manner.	- Prose - <i>Tembang</i>	- Performance in spoken and written manner.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Performance Assessment	- Gautama, Budha Wyn.2007. KESUSAS TRAAN BALI (Cakepan Penuntun Mlajahin Kesusastraan Bali). PARAMIT A; Surabaya. - Gautama I Wayan.

						2007. Panuntun Pelajaran Gending Bali. CV Kayumas Agung; Denpasar.
16	FINAL TEST					

6. References

- Agastia, IB.1994.KESUSASTRAAN HINDU INDONESIA (sebuah pengantar).Dharma Sastra ; Denpasar.
- Gautama,Budha Wyn.2007.*KESUSASTRAAN BALI (Cakepan Penuntun Mlajahin Kesusastraan Bali)*. Paramita; Surabaya.
- -----, 2007. *Panuntun Pelajaran Gending Bali*. CV Kayumas Agung; Denpasar.
- Manik Aryana Ida Bagus. 2020. Modul PPG Kesusastraan Bali. Kemdikbud; Jakarta.
- Sukma Wirani I.A.dkk.2017. *Nilai Kearifan Lokal Basita Paribasa dalam Tembang Pop Bali. Hasil Penelitian*. UNDIKSHA. Tidak diterbitkan
- Suastika I Made. 2011. Tradisi Sastra Lisan (Satua) di Bali; Kajian Bentuk, Fungsi, dan Makna. Pustaka Larasan; Denpasar.

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

LITERARY THEORY AND CRITICISM






Lecturer:

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

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc : FBS PBB-RPS-209
		Revision : 02
		Date : 31 January 2020

	LITERARY THEORY AND CRITICISM BLIS120209	Page: 16 Pages
Written By:  Wayan Gede Wisnu, S.S., M.Si. NIP. 197712022008121001	Checked By:  Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S., M.Pd. NIP. 196802042008011009
Lecturer	Study programme academic quality assurance	Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Literary Theory and Criticism
Course Code	: BLIS120209
Clusters of Courses	: Core study courses
Credit Hours	: 2
Grade	: Bachelor degree
Semester	: Even semester
Prerequisite	: -
Status (compulsory/elective)	: Compulsory
Name and Lecturer's Code	: I Wayan Gede Wisnu, S.S., M.Si.

2. Course Description

The Theory and Criticism Literature course is a core study course that aims to understand the essence of a literary work from a positivistic or postmodern perspective. Activities carried out by students in learning include: studying in small groups, discussing, observing, identifying problems, solving problems, finding online sources, compiling assignments in groups, and group presentations. Assessment is carried out in the form of individual tests (Mid-semester test and final test), task completeness, attendance, and attitude assessment.

3. Learning Outcomes of the Referred Study Programme

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 methodologies, media and technology, evaluation according to the characteristics of the material (content knowledge) of Bali
- 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** Able to apply logical, critical, systematic, and innovative thinking 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, and solving problems in Balinese language education.

4. Course Learning Outcome

- 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;
- 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 the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
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1	<p>Students can explain</p> <ol style="list-style-type: none"> Objectives of the course Scope of courses Lecture implementation policy Learning outcomes assessment policy Assignment to be completed Textbooks used and other learning resources Other things that are essential in the implementation of lectures. <p>Students can understand</p> <ol style="list-style-type: none"> Definition of Literary Criticism Benefits of Literary Criticism 	<ul style="list-style-type: none"> Definition of literary criticism. Benefits of literary criticism. 	Discussion And question and answer	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	<p>Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapanny a. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar</p>
2	Students can understand the main aspects of literary criticism.	Several main aspects in Literary Criticism.	Discussion and question and answer	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	<p>Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapanny a. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra.</p>

						Yogyakarta: Pustaka Pelajar
3	Students can compare the difference between literary criticism and literary appreciation.	Comparison between literary criticism and literary appreciation.	Discussion and question and answer	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
4	Students can understand a. literary work situation b. literary orientation.	- literary work situation - literary orientation	Discussion And question and answer	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar

5	Students can understand the types of literary criticism.	Types of literary criticism.	Discussion and question and answer	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
6	Students can understand the structural approach to literary criticism.	The structural approach in literary criticism.	Discussion and question and answer	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
7	Students can understand the semiotic approach	the semiotic approach in literary criticism	Discussion and question and answer	2 x 50 minutes of in-class learning, 2 x 60 minutes of	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra,

	in literary criticism.			structured assignments, 2 x 60 minutes of independent study x 50		Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
8	MID SEMESTER TEST (<i>Problem Based</i>)					
9	Students can understand the sociological approach to literary criticism.	Sociological approach in literary criticism.	Discussion and question and answer	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
10	Students can analyze Balinese literary works with a structural approach in literary criticism.	Application of a structural approach to several Balinese literary works.	Discussion, question and answer, and practice.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya

				minutes of independent study		a. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
11	Students can analyze Balinese literary works with a semiotic approach in literary criticism.	The application of a semiotic approach to several Balinese literary works.	Discussion, question and answer, and practice.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
12	Students can analyze Balinese literary works with a sociological approach in literary criticism.	The application of a sociological approach to several Balinese literary works.	Discussion, question and answer, and practice.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna,

						Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
13	Students can apply the concept of literary criticism to Balinese literary works in poetry.	Application of literary criticism to several Balinese literary works in poetry.	Discussion, question and answer, and practice.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
14	Students can apply the theory of literary criticism to Balinese literary works in prose.	Application of literary criticism to several Balinese literary works in prose.	Discussion, question and answer, and practice.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian

						Sastra. Yogyakarta: Pustaka Pelajar
15	Students can apply the theory of literary criticism to Balinese literary works in drama.	Application of literary criticism to several Balinese literary works in drama.	Discussion, question and answer, and practice.	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Activity assessment in question-and-answer session and discussion	Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar
16	FINAL TEST (Project/Problem Based)					

6. References

Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar

Ratna, Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN





MORPHOLOGY



Lecturer:

Dr. I Ketut Paramarta, S.S.,M.Hum.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN		No. Doc : FBS PBB-RPS-212
	MORPHOLOGY BLIS120212	Revision : 02	
		Date : 31 January 2020	
		Page: 10 Pages	
Written By: 	Checked By: 	Approved By: 	
Dr. I Ketut Paramarta,S.S.,M.Hum. NIP 198212082008011005	Ida Ayu Sukma Wirani, S.S.,M.Pd. NIP 198312152008122002	Ida Bagus Rai, S.S.,M.Pd. NIP 196802042008011009	
Lecturer	Study programme academic quality assurance	Coordinator of Balinese Language Education Study Programme	

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Morphology
Course Code	: BLIS120212
Clusters of Courses	: Core study courses
Credit Hours	: 2
Grade	: Bachelor degree
Semester	: 2
Prerequisite	: -
Status (compulsory/elective)	: Compulsory
Name and Lecturer's Code	: Dr. I Ketut Paramarta, S.S., M.Hum.

2. Course Description

Through this course, students can: (1) master the basic concepts of word formation theory in Balinese, and (2) 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 forms of activity: (1) face-to-face activities in the form of lectures, discussions, 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 assignment assessment, (3) Mid-semester test, (4) final test.

3. Learning Outcomes of the Referred Study Programme

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 methodologies, media and technology, evaluation according to the characteristics of the material (content knowledge) of Bali
- 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** Able to apply logical, critical, systematic, and innovative thinking 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, and solving problems in Balinese language education.

4. Course Learning Outcome

- 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;
- PLO2** Mastering educational theory, Balinese language science, and Balinese language education in general;
- PLO 3** Mastering learning theory and Balinese language content in depth which includes Balinese language curriculum, learning methodologies, media and technology, and evaluation following the characteristics of Balinese language content knowledge
- 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 the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	1. Provide definitions related to the basic concepts of morphology 2. Identify differences in the field of morphological studies from other branches of linguistics 3. Able to explain the basic concepts of morphology	The position of morphology in linguistics	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	Kersten, SVD. J. 1970. <i>Garis Besar Tata Bahasa Bali</i> . Ende Flores : Percetakan Arnoldus. Kridalaksana, Harimurti. 1989. <i>"Kelas Kata dalam Bahasa Indonesia"</i> . Jakarta : Gramedia. Ramlan, M. 1987. <i>Morfologi Suatu Tinjauan Deskriptif</i> . Yogyakarta: CV Karyono.
2	1. Identify words, lexemes, morphemes, allomorphs, and morphemes 2. Provide definitions of words, lexemes, morphemes, allomorphs, and morphemes	Words, lexemes, and morphemes	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	Dinas Kebudayaan Provinsi Bali. 2007. <i>Tata Basa Bali</i> . Denpasar: Dinas Kebudayaan Provinsi Bali Badan Pembina Bahasa, Aksara, dan Sastra Bali Provinsi Bali.
3	1. Give examples of words, lexemes, morphemes, allomorphs, and morphs 2. Finding words, lexemes, morphemes, allomorphs, and morphs in Balinese 3. Separating words, lexemes, morphemes, allomorphs, and morphs in Balinese	Words, lexemes, and morphemes	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	

	discourse					
4	1. Describing words, lexemes, morphemes, allomorphs, and morphs in Balinese discourse 2. Composing words, lexemes, morphemes, allomorphs, and morphs in Balinese discourse	Words, lexemes, and morphemes	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
5	3. Able to explain the basic concepts of word formation in Balinese, including: (1) zero derivation, (2) affixation	Word formation process (morphological process) in Balinese	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
6	Able to explain the basic concepts of word formation in Balinese, including: (1) zero derivation, (2) affixation	Word formation process (morphological process) in Balinese	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
7	Able to explain the basic concepts of word formation in Balinese, including repetition, abbreviation, and compounding	Word formation process (morphological process) in Balinese	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study x 50	Group assignment, midterm assignments, and Participation, assignment reports	

8	MID-SEMESTER TEST					
9	Able to apply and skilled in writing examples of word-formation processes through zero derivation in Balinese	Zero derivation in Balinese	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
10	Able to apply and skillfully make examples of word-formation processes through affixation in Balinese	Affixation in Balinese	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
11	Able to apply and skillfully make examples of word-formation processes through repetition in Balinese	Reduplication in Balinese	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
12	Able to apply and skillfully make examples of word-formation processes through abbreviations in Balinese	Abbreviations and Compositions in Balinese	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
13	Able to analyze various word formations in Balinese under the morphological rules that apply in	Word formations in Balinese (absorption elements)	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of	Group assignment and participation	

	Balinese			independent study		
14	Able to analyze various word formations in Balinese following the morphological rules that apply in Balinese	Word formations in Balinese (absorption elements)	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
15	Analyzing various patterns and morphological rules in the formation of new words in the Balinese language	Morphological patterns and rules in Balinese	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment, final semester assignments, participation assessment, and final semester reports	
16	FINAL TEST					

6. References

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN



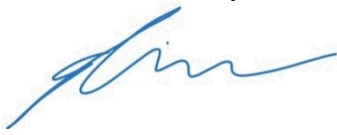
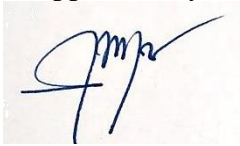
OLD JAVA LANGUAGE



Lecturer:

Ida Bagus Putra Manik Aryana, S.S., M.Si.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	No. Doc : FBS PBB-RPS-211
		Revision : 02
	OLD JAVA LANGUAGE BLI119211	Date : 31 January 2020 Page: 10 Pages
Written By:  Ida Bagus Putra Manik Aryana S.S.,M.Si. NIP 197312312008121009 Lecturer	Checked By:  Ida Ayu Sukma Wirani, S.S.,M.Pd. NIP 198312152008122002 Study programme academic quality assurance	Approved By:  Ida Bagus Rai, S.S.,M.Pd. NIP 196802042008011009 Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Old Java Language
Course Code	: BLI119211
Clusters of Courses	: Core study courses
Credit Hours	: 2
Grade	: Bachelor degree
Semester	: 2
Prerequisite	:
Status (compulsory/elective)	: Compulsory
Name and Lecturer's Code	: Ida Bagus Putra Manik Aryana, S, S., M.Si.

2. Course Description

By studying Old Java Language, students can describe the history of the Old Java language, analyze ancient Javanese language grammar, and translate *Adi Parwa's* discourse into Balinese.

Old Javanese at that time was the language with the most prominent speakers in Indonesia. This language comes from the Austronesian family, the Polynesian Malay subgroup. Evidence for the existence of the Old Javanese language is found in inscriptions used during the Hindu-Buddhist Javanese kingdom, with the oldest evidence we can see in the *Harinjing* inscription, also known as the *Sukabumi* inscription, which was found in the plantation of *Siman* village, *Kepung* sub-district, *Kediri*, East Java. The most crucial evidence of the existence of this Old Javanese language is in its abundant literary texts, religious texts (Hindu-Buddhist), which are essential for the implementation of Hinduism in Indonesia, are primarily written in Old Javanese and are still used as references to this day, especially in the Balinese Hindu community. In Bali, the Old Javanese language is still studied, its literature is still appreciated in religious activities and Balinese cultural customs, as well as the values of wisdom that continue to inspire the Balinese people in developing the dignity and worth of their life in society, the state and the Indonesian nation. Old Javanese language is taught with the aim that students can better master the fields of Balinese language and Balinese literature. The Balinese language absorbs much old

Javanese vocabulary, and Balinese literature is heavily influenced by Old Javanese literature.

In this course, students are first introduced to the 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, they are introduced to readings taken from Old Javanese literature that are still popular in Bali, such as *Adi Parwa* and several speech-shaped texts.

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.

3. Learning Outcomes of the Referred Study Programme

ATTITUDE

- PLO1** Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improve 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 language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of the material (content knowledge) of Bali
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 technology, development, and life skills to become lifelong learners;
PLO6 Able to apply logical, critical, systematic, and innovative thinking in the context of the development and implementation of science and technology that pays attention to and applies humanities values in 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 control learning systems/models, and be able to evaluate the application of Balinese language systems/models;
PLO9 Applying, studying, designing, utilizing science and technology, and solving problems in Balinese education.

4. Course Learning Outcome

- 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;
PLO2 Mastering educational theory, Balinese language science, and Balinese language education in general;

- PLO 3 Mastering learning theory and Balinese language content in depth which includes Balinese language curriculum, learning methodologies, media and technology, and evaluation under the characteristics of Balinese language content knowledge
- 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 the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	1. Students can explain the history of the Old Javanese language 2. Students can explain the critical role of the <i>Harinjing</i> inscription in the history of the Old Javanese language	<i>Harinjing</i> inscription A <i>Harinjing</i> inscription B	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	1. Wojowasito, Prof, Drs. 1982. <i>Kawicastra</i> . Djambatan : Jakarta. 2. Zoetmulder P.J. 1994. <i>Sastra Jawa Kuno Selayang Pandang</i> . Jakarta: Jambatan. 3. ———. 2006. <i>Adiparwa Bahasa Jawa Kuna dan Indonesia</i> . Jakarta : PT Gramedia Pustaka Utama. 4. Tim Penyusun. 2001. <i>Kamus Sanskerta – Indonesia</i> . Pemprop Bali : Denpasar. 5. Zoetmulder, P.J. 2000. <i>Kamus Jawa Kuna</i> –
2	1. Students can recognize Old Javanese literary forms 2. Students can identify ancient Javanese vocabulary in Balinese vocabulary	<i>Adiparwa</i> <i>Discourse Jaratkaru</i>	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
3	1. Students can mention Old Javanese Vocals. 2. Students can mention Old Javanese Consonants	Vocal Consonant	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
4	1. Students can understand the coding pattern of	<i>Hukum Sandi</i> (Law related to	Lectures, discussions,	2 x 50 minutes of in-	Group assignment	

	the Old Javanese Language.	coding)	and assignments	class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	and participation	Indonesia · Gramedia Pustaka Utama : Jakarta
5	1. Students can mention personal pronouns in Old Javanese 2. Students can make simple sentences using personal pronouns	Pronouns	Lectures, discussions and assignments, Problem-Based Learning	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment and participation	
6	Mid-Semester Tese					
7	1. Students can identify the main words of the Old Javanese language 2. Students can mention the primary meaning of the words they find	Words	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study x 50	Group assignment and participation	
7	1. Students can understand the meaning of the word-formation 2. Students can make simple sentences from the specified word formation	Word Formation	Lectures, discussions and assignments, Project-Based Learning	MID-SEMESTER TEST	Group assignment and participation assessment	
8	1. Students can understand the word affix. 2. Students can make sentences with affixed words	Affixation	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment, structured assignments, individual assignments, and participatory assessment	

10	<ol style="list-style-type: none"> 1. Students can understand the word prefix. 2. Students can make sentences with prefix words 	Prefix	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment, structured assignments, individual assignments, and participatory assessment	
11	<ol style="list-style-type: none"> 1. Students can understand the word infix. 2. Students can make sentences with infixed words 	Infix	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment, structured assignments, individual assignments, and participatory assessment	
12	<ol style="list-style-type: none"> 1. Students can understand suffixed words. 2. Students can make sentences with words with suffixes 	Suffix	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment, structured assignments, individual assignments, and participatory assessment	
13	<ol style="list-style-type: none"> 1. Students can understand the word confixed 2. 2. Students can make sentences with confixed words 3. words 4. 3. Students are able to understand the <i>Candra Sangkala</i> pattern 	<i>Candrasangkala</i> 's confix	Lectures, discussions, and assignments	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment, structured assignments, individual assignments, and participatory assessment	
14	Students can translate <i>Jaratkaru</i> Discourse	<i>Adiparwa</i>	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60	Group assignment, structured assignments, individual assignments, and participatory	

				minutes of independent study	assessment
15	Students can translate <i>Sakuntala</i> Discourse	<i>Adiparwa</i>	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Group assignment, structured assignments, individual assignments, and participatory assessment
16	<i>FINAL TEST</i>				

6. Reference

7. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.





**SEMESTER LESSON PLAN
READING BALINESE SCRIPT**



Lecturers:

**Ida Ayu Sukma Wirani, S.S., M.Pd
Ida Ayu Putu Purnami, S.S., M.Pd
Ida Bagus Made Ludy Paryatna, S.S., M.Pd**

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN		No. Doc : FBS PBB-RPS-207
	READING BALINESE SCRIPT BLIS120207		Revision : 02
			Date : 31 January 2021 Page: 18 Pages
Written By:  Ida Ayu Putu Purnami, S.S., M.Pd. NIP.198403172008012002	Checked By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S., M.Pd. NIP.196802042008011009	
Lecturer	Study programme academic quality assurance	Coordinator of Balinese Language Education Study Programme	

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Reading Balinese Script
Course Code	: BLIS120207
Clusters of Courses	: Core study courses
Credit Hours	: 2
Grade	: Bachelor degree
Semester	: Even semester
Prerequisite	: -
Status (compulsory/elective)	: Compulsory
Name and Lecturer's Code	: Ida Ayu Putu Purnami, S.S., M.Pd.

2. Course Description

After studying Reading Balinese Script course, students understand Balinese script or *aksara*, can read Balinese script, and understand Balinese scripted discourses that have been read. This course discusses the meaning of Balinese script, *pasang aksara*, or rule of writing Balinese script. Balinese scripted discourse is found in school textbooks, print media, and electronic media, lontar script, which includes the meaning of lontar, procedures for reading lontar script with different types/characters of writing. Activities in this course include studying Balinese script and *pasang aksara*, reading Balinese scripted discourse starting from discourses on school textbooks, electronic media, to lontar. The assessment used is an assessment by looking at activity, completeness of tasks, mid-semester test with problem-based and final test with project-based.

3. Learning Outcomes of the Referred Study Programme

ATTITUDE

PLO1	Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improve quality of life in society, nation, and state-based on academic norms and ethics;
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KNOWLEDGE

PLO2	Mastering educational theory, Balinese language science, and Balinese language education
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- in general;
- PLO3** Mastering the learning theory and content of Balinese language in depth, which includes the Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of the material (content knowledge) of Bali
- 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** Able to apply logical, critical, systematic, and innovative thinking 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, and solving problems in Balinese language education.

4. Course Learning Outcome

- 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;
- 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 the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Students can understand: <ul style="list-style-type: none"> Study contract The essence of reading Balinese 	<ul style="list-style-type: none"> Study contract The essence of reading Balinese 	<ul style="list-style-type: none"> Discussion Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent	<ul style="list-style-type: none"> Activity assessment in question-and-answer session and discussion 	Tarigan, Henry Guntur. 2015. <i>Membaca Sebagai</i>

	script	script		study		<p><i>Suatu Keterampilan Berbahasa.</i> Bandung: Angkasa. (Ref. F)</p> <p>Fatmasari, Ria Kristia, Husniyatul Fitriah. 2018. <i>Keterampilan Membaca.</i> STKIP PGRI Bangkalan (Ref.B)</p>
2	Students can understand <i>pasang aksara</i> or rule in writing Balinese scripts.	<ul style="list-style-type: none"> ● <i>Pasang Aksara Bali</i> 	<ul style="list-style-type: none"> ● Discussion ● Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> ● Activity assessment in question-and-answer session and discussion 	<p>Subandia, dkk. 2017. <i>Panduan Penulisan Aksara Bali Dan Aksara Latin.</i> Denpasar : Balai Bahasa Bali (Ref. D)</p>

						<p>Suwija, I Nyoman. 2015. Pasang Aksara Bali. Denpasar: Pelawa Sari (Ref. E)</p>
3	Students can read and understand the contents of Balinese script in elementary school books.	Discourse in Balinese script in elementary school books and <i>pasang aksara</i> or rule of Balinese script	<ul style="list-style-type: none"> ● Discussion ● Reading exercise ● Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> ● Activity assessment in question-and-answer session and discussion ● Performance assessment 	<p>Tim Penyusun. 2016. <i>Udianan Sastra Unuk Kelas IV SD.</i> Denpasar (Ref. J)</p>
4	Students can read and understand the contents of Balinese scripted discourse in junior high school books.	Discourse in Balinese script in middle school books and <i>pasang aksara</i> of Balinese script	<ul style="list-style-type: none"> ● Discussion ● Reading exercise ● Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study x 50	<ul style="list-style-type: none"> ● Activity assessment in question-and-answer session and discussion ● Performance assessment 	<p>Budiada, Nyoman. 2012. <i>Pangkaja Sari Untuk Sekolah Menengah Pertama Kelas IX (Semester 1 dan 2).</i> Denpasar : Dwi Jaya</p>

						Mandiri (Ref. A)
5	Students can read and understand the contents of Balinese script in high school books,	Discourse in Balinese script in high school books and <i>pasang aksara</i> of Balinese script	<ul style="list-style-type: none"> ● Discussion ● Reading exercise ● Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study x 50	<ul style="list-style-type: none"> ● Activity assessment in question-and-answer session and discussion ● Performance assessment 	<p>Tim Penyusun. 2016. <i>Udianan Sastra Untuk SMA/SMK Kelas X</i>. Denpasar (Ref. G)</p> <p>Tim Penyusun. 2016. <i>Udianan Sastra Untuk SMA/SMK Kelas XI</i>. Denpasar (Ref. H)</p> <p>Tim Penyusun. 2016. <i>Udianan Sastra Untuk SMA/SMK Kelas XII</i>. Denpasar (Ref.</p>

						D)
6	Students know the lontar script and the technique of reading lontar	Lontar manuscripts and techniques for reading lontar scripts and <i>pasang aksara</i> of Balinese script	<ul style="list-style-type: none"> ● Discussion ● Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study x 50	<ul style="list-style-type: none"> ● Activity assessment in question-and-answer session and discussion 	<p>Suwija, I Nyoman. 2015. <i>Pasang Aksara Bali</i>. Denpasar: Pelawa Sari (Ref. E)</p> <p>Purnami, Ida Ayu Putu. <i>Membaca Dalam Dimensi Keberaksaraan Bahasa Bali</i>. (Ref. C)</p>
7	Students can read Balinese script on lontar (papyrus).	Lontar (papyrus) manuscripts and <i>pasang aksara Bali</i> .	<ul style="list-style-type: none"> ● Discussion ● Reading exercise ● Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study x 50	<ul style="list-style-type: none"> ● Activity assessment in question-and-answer session and discussion ● Performance assessment 	<p>Suwija, I Nyoman. 2015. <i>Pasang Aksara Bali</i>. Denpasar: Pelawa Sari (Ref. E)</p>

						Purnami, Ida Ayu Putu. <i>Membaca Dalam Dimensi Keberaksar aan Bahasa Bali.</i> (Ref. C)
8	MID SEMESTER TEST (problem based)					
9	Students can read Balinese script on <i>lontar</i> or papyrus script with different titles.	Lontar manuscripts with different discourse titles at each meeting and <i>pasang aksara Bali</i> .	<ul style="list-style-type: none"> • Discussion • Reading exercise • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion • Performance assessment 	Suwija, I Nyoman. 2015. Pasang Aksara Bali. Denpasar: Pelawa Sari (Ref. E) Purnami, Ida Ayu Putu. <i>Membaca Dalam Dimensi Keberaksar aan Bahasa</i>

						<i>Bali. (Ref. C)</i>
10	Students can read Balinese script on lontar script with different titles	Lontar manuscripts with different discourse titles at each meeting and <i>pasang aksara Bali</i>	<ul style="list-style-type: none"> • Discussion • Reading exercise • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion • Performance assessment 	<p>Suwija, I Nyoman. 2015. <i>Pasang Aksara Bali</i>. Denpasar: Pelawa Sari (Ref. E)</p> <p>Purnami, Ida Ayu Putu. <i>Membaca Dalam Dimensi Keberaksaraan Bahasa Bali</i>. (Ref. C)</p>
11	Students can read Balinese script on lontar script with different titles	Lontar manuscripts with different discourse titles at each meeting and <i>pasang aksara Bali</i>	<ul style="list-style-type: none"> • Discussion • Reading exercise • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion • Performance assessment 	<p>Suwija, I Nyoman. 2015. <i>Pasang Aksara Bali</i>. Denpasar: Pelawa Sari (Ref. E)</p>

						<p>E)</p> <p>Purnami, Ida Ayu Putu. <i>Membaca Dalam Dimensi Keberaksar aan Bahasa Bali.</i> (Ref. C)</p>
12	Students can read Balinese script on lontar manuscripts with different titles and can understand the contents of lontar manuscripts that have been read	Lontar manuscripts with different discourse titles at each meeting and <i>pasang aksara Bali</i>	<ul style="list-style-type: none"> • Discussion • Reading exercise • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion • Performance assessment 	<p>Suwija, I Nyoman. 2015. Pasang Aksara Bali. Denpasar: Pelawa Sari (Ref. E)</p> <p>Purnami, Ida Ayu Putu. <i>Membaca Dalam Dimensi Keberaksar aan Bahasa Bali.</i> (Ref.</p>

						C)
13	Students can read Balinese scripts on lontar manuscripts with different titles and understand the contents of lontar manuscripts that have been read.	Lontar manuscripts with different discourse titles at each meeting and <i>pasang aksara Bali</i>	<ul style="list-style-type: none"> • Discussion • Reading exercise • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion • Performance assessment 	<p>Suwija, I Nyoman. 2015. <i>Pasang Aksara Bali</i>. Denpasar: Pelawa Sari (Ref. E)</p> <p>Purnami, Ida Ayu Putu. <i>Membaca Dalam Dimensi Keberaksaraan Bahasa Bali</i>. (Ref. C)</p>
14	Students can read Balinese script on lontar manuscripts with different titles and can understand the contents of lontar manuscripts that have been read	Lontar manuscripts with different discourse titles at each meeting and <i>pasang aksara Bali</i>	<ul style="list-style-type: none"> • Discussion • Reading exercise • Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> • Activity assessment in question-and-answer session and discussion • Performance assessment 	<p>Suwija, I Nyoman. 2015. <i>Pasang Aksara Bali</i>. Denpasar: Pelawa Sari (Ref. E)</p>

						<p>Purnami, Ida Ayu Putu. <i>Membaca Dalam Dimensi Keberaksar aan Bahasa Bali.</i> (Ref. C)</p>
15	Students can read Balinese script on lontar manuscripts with different titles and can understand the contents of lontar manuscripts that have been read	Lontar manuscripts with different discourse titles at each meeting and <i>pasang aksara Bali</i>	<ul style="list-style-type: none"> ● Discussion ● Reading exercise ● Question and answer 	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	<ul style="list-style-type: none"> ● Activity assessment in question-and-answer session and discussion ● Performance assessment 	<p>Suwija, I Nyoman. 2015. <i>Pasang Aksara Bali.</i> Denpasar: Pelawa Sari (Ref. E)</p> <p>Purnami, Ida Ayu Putu. <i>Membaca Dalam Dimensi Keberaksar aan Bahasa Bali.</i> (Ref. C)</p>

6. References

- A. Budiada, Nyoman. 2012. *Pangkaja Sari Untuk Sekolah Menengah Pertama Kelas IX (Semester 1 dan 2)*. Denpasar : Dwi Jaya Mandiri
- B. Fatmasari, Ria Kristia, Husniyatul Fitriah. 2018. *Keterampilan Membaca*. STKIP PGRI Bangkalan
- C. Purnami, Ida Ayu Putu. *Membaca Dalam Dimensi Keberaksaraan Bahasa Bali*.
- D. Subandia, dkk. 2017. *Panduan Penulisan Aksara Bali Dan Aksara Latin*. Denpasar : Balai Bahasa Bali
- E. Suwija, I Nyoman. 2015. *Pasang Aksara Bali*. Denpasar: Pelawa Sari
- F. Tarigan, Henry Guntur. 2015. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- G. Tim Penyusun. 2016. *Udianan Sastra Untuk SMA/SMK Kelas X*. Denpasar
- H. Tim Penyusun. 2016. *Udianan Sastra Untuk SMA/SMK Kelas XI*. Denpasar
- I. Tim Penyusun. 2016. *Udianan Sastra Untuk SMA/SMK Kelas XII*. Denpasar
- J. Tim Penyusun. 2016. *Udianan Sastra Untuk Kelas IV SD*. Denpasar

7. Appendix 1: Teaching Resources: Books, Modules

8. Appendix 2: Test questions, practical tests, rubrics, observation sheets

SEMESTER LESSON PLAN





WRITING BALINESE SCRIPT



Lecturer:

IDA BAGUS RAI, S.S., M.Pd.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	No. Doc. : FBS PBB-RPS-210
	WRITING BALINESE SCRIPT BLIS120210	Revision : 02
		Date : 31 st January 2020 Page: 10 Pages
Written By:  IDA BAGUS RAI, S.S.M.Pd NIP 196802042008011009 Lecturer	Checked By:  Ida Ayu Sukma Wirani, S.S.,M.Pd. NIP 198312152008122002 Study programme academic quality assurance	Approved By:  IDA BAGUS RAI, S.S.M.Pd NIP 196802042008011009 Coordinator of Balinese Language Education Study Programme

SEMESTER LESSON PLAN

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Writing Balinese Script
Course Code	: BLIS120210
Clusters of Courses	: Core study courses
Credit Hours	: 2
Grade	: Bachelor degree
Semester	: 2
Prerequisite	: -
Status (compulsory/elective)	: Compulsory
Name and Lecturer's Code	: Ida Bagus Rai, S.S., M.Pd.

2. Course Description :

After taking this course, students know and understand theoretically and practically Balinese scriptwriting and can write Balinese script correctly and adequately following the rules of writing Balinese script on lontar (papyrus), paper, or using the Bali Simbar application. The method used in this lecture uses a problem-based learning model. 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.

3. Learning Outcomes of the Referred Study Programme:

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 methodologies, media and technology, evaluation according to the characteristics of the material (content knowledge) of Bali

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 Able to apply logical, critical, systematic, and innovative thinking 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 application of Balinese language learning systems/models;

PLO9 Applying, studying, designing, utilizing science and technology, and solving problems in Balinese language education.

Course Learning Outcome :

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;

PLO2 Mastering educational theory, Balinese language science, and Balinese language education in general;

PLO 3 Mastering learning theory and Balinese language content in depth which includes Balinese language curriculum, learning methodologies, media and technology, and evaluation following the characteristics of Balinese language content knowledge

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 the Lesson Plan

Meeting	Course Indicator and Learning Outcome	Study Material	Learning Form	Time	Assignment and Assessment	Reference
1	Students can study and understand the procedures for writing Balinese script and writing Balinese script on <i>lontar</i> or palm leaves.	Procedure for writing Balinese script	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
2	Students are able to study and understand <i>aksara suara</i> and <i>wianjana</i> Can write <i>voice characters</i> and <i>wianjana</i> on <i>lontar</i> .	<i>aksara suara</i> and <i>wianjana</i>	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
3	Students can study and understand <i>aksara arda suara</i> . Can write <i>aksara arda suara</i> on palm leaves or <i>lontar</i> .	<i>Aksara arda suara</i>	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
4	Students can study and understand <i>pengangge aksara</i> . Can write <i>pengangge aksara</i> on <i>lontar</i> .	<i>Pengangge aksara</i>	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
5	Students can study and understand <i>Pengangge tengenan</i>	<i>Pengangge tengenan</i>	Lectures, discussion, question and	2 x 50 minutes of in-class	Individual and group assignment, project assignment, mid-	1,2,3,4.

	Can write <i>pengangge tengenan</i> on lontar		answer, and exercise	learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	test, and final test	
6	Students can study and understand <i>pengangge suara</i> Can write <i>pengangge suara</i> on lontar	<i>Pengangge suara</i>	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
7	Students are able to study and understand <i>Gantungan</i> and <i>gempelan aksara</i> Can write <i>Gantungan</i> and <i>gempelan aksara</i> on lontar.	<i>Gantungan</i> and <i>gempelan aksara</i>	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study x 50	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
8	MID-SEMESTER TEST					
9	Students can study and understand <i>Ceciren papaosan</i> Can write <i>Ceciren papaosan</i> on lontar.	<i>Ceciren papaosan</i>	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
10	Students can study and understand project assignments. Can write Balinese script	Project assignment	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.

11	Students can study and understand project assignments. Can write Balinese script	Project assignment	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
12	Students can study and understand project assignments. Can write Balinese script	Project assignment	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
13	Students can study and understand project assignments. Can write Balinese script	Project assignment	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
14	Students can study and understand project assignments. Can write Balinese script	Project assignment	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.
15	Students can study and understand project assignments. Can write Balinese script	Project assignment	Lectures, discussion, question and answer, and exercise	2 x 50 minutes of in-class learning, 2 x 60 minutes of structured assignments, 2 x 60 minutes of independent study	Individual and group assignment, project assignment, mid-test, and final test	1,2,3,4.

6. References

- a. Rai, Ida Bagus. 2017. *Melajah Nyurat Lontar*. Singaraja.
- b. Simpen, AB. 1979. *Pasang Aksara Bali*. Dinas Pengajaran Propinsi Dati I Bali. Denpasar.
- c. Tim Penyusun. 1996. *Bahasa Aksara dan Sastra Bali Pedoman Penulisan Papan Nama dengan Aksara Bali*. Denpasar: Disbud Bali.
- d. Tim Penyusun. 2007. "Pedoman Pasang Aksara Bali". Dinas Kebudayaan Pemerintah Provinsi Bali : Denpasar.

1. Appendix 1: Teaching Resources: Books, Modules, Powerpoint Handouts, etc.

2. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

3rd SEMESTER

SEMESTER LESSON PLAN (RPS)

(Language Research Method)



Lecturer:

Ida Bagus Made Ludy Paryatna, S.S., M.Pd.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-114
	(LANGUAGE RESEARCH METHOD) BLIS120114	Revision: 02
		Date: January 31, 2021 Pages: 12 Pages
Created By:  Ida Bagus Made Ludy Paryatna, S.S., M.Pd 198317062008121004 Lecturer	Review By:  Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002 Academic Quality Assurance Study Programme	Approved By:  Ida Bagus Rai, S.S., M.Pd 1968102042008011009 Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p> Name of Study Programme : Balinese Language Education Course Name : Language Research Methods Course Code : BLIS120114 Course Group : Core Study Courses Credit hours : 2 Degree : Bachelor Degree Semester : Even semester Prerequisites : - Status (compulsory/elective) : Compulsory </p>		

Name and code lecturer : Ida Bagus Made Ludy Paryatna, S.S., M.Pd. /

2. Course Description

This course aims to provide mastery of knowledge and skills developed in Balinese language education study programmes 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 training related to Research Methods Language.

This course consists of: (1) the concept of Balinese language-speaking theory *lumbrah*: the nature of Language Research Methods, characteristics, objectives, skills to conduct simple research. (2) basic research skills include general analysis of Language Research Methods. Able to understand the types of research methods of *agih*, equivalent, broad technique, and reverse technique.

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
thinking** 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 Course

PLO 1 Students are expected to have the ability to understand the nature of Language Research Methods so that they can understand the meaning and purpose of learning.

PLO 2 Types of Language Research Methods can be identified well and developed in a variety of simple research.

PLO 3 This ability is stated in the Language Research Methods skills in conducting research.

PLO 4 One-way conversation is practiced in a simple Language Research Method.

5. Description of Lesson Plans

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	Reference
1	<p>1. After attending lectures, students are expected to.</p> <p>1.1 Able to analyze methods in language research in general.</p> <p>1.2 Able to understand analysis as the pinnacle of research.</p> <p>1.3 Able to understand Engineering as a critical research concept.</p>	Familiar with language research methods	<p>1. <i>Lectures</i></p> <p>2. discussion</p> <p>3. group work</p> <p>4. assignments (groups and individuals),</p> <p>5. question and answer,</p> <p>6. review and write.</p>	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice individual and group assignments	1,2,3,4,5,6
2	<p>2. After attending the lecture, students are expected to be able to.</p> <p>2.1 Able to apply the</p>	<i>Padan</i> method and <i>Agih</i> method.	<p>1. <i>Lectures</i></p> <p>2. discussion</p> <p>3. group work</p> <p>4. assignments (groups and individuals)</p>	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes	Practice individual and group assignments	1,2,3,4,5,6

	<i>padan</i> method and the <i>agih</i> method.		5. question and answer, 6. review and write.	independentl y		
3	3. After attending lectures, students are expected to be able to. 3.1 Understand the techniques of the <i>padan</i> method. 3.2 Understand and use advanced techniques in research	<i>Padan</i> and advanced methods techniques.	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
4	4. After attending lectures, students are expected to be able to. 4.1 Understand basic techniques in language research.	Basic techniques of language research.	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
5	5. It is expected that students will be able to attend lectures. 5.1 Understand	Methods and Techniques for natural elements.	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals)	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes	Practice individual and group assignments	1,2,3,4,5,6

	methods and techniques for direct elements		5. question and answer, 6. review and write.	independently		
6	6. After attending the lecture, students are expected to understand the technique of applying the results and their uses.	Techniques for applying the results and their uses.	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice individual and group assignments	1,2,3,4,5,6
7	7. After attending the lecture, students are expected to understand the technique of changing the results and their uses.	The technique of changing the application of results and their uses.	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice individual and group assignments	1,2,3,4,5,6
8	MIDDLE SEMESTER EXAM					
9	9. After attending the lecture, students are expected to be able to understand the broad	Extensive Techniques	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and	2 x 50 minutes of learning, 2 x 60 minutes structured, 2	Practice individual and group assignments	1,2,3,4,5,6

	application of techniques, their results, and their uses.		individuals) 5. question and answer, 6. review and writing.	x 60 minutes independentl y		
10	10. After attending lectures, students are expected to be able. 10.1 understand the nature of the extension technique.	Talking with Techniques	1. <i>Lectures</i> 2. discussions 3. , group work, 4. assignments (groups and individuals), 5. questions and answers, reviews 6. and writing.	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
11	11 Able to understand the insertion technique and its application	Insertion technique	1. <i>Lectures</i> 2. discussions 3. group work 4. assignments (groups and individuals) 5. questions answer, 6. review and write.	2 x 50 minutes of learning, 2x60 minutes structured minutes, 2x60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
12	12. After being given lectures, students are expected to be able. 12.1 understand the similarities between insertion technique and extension technique.	The similarity of insertion technique and extension technique.	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group tasks	1,2,3,4,5,6

13	13.1 Able to understand the application and results of the reverse technique.	Techniques behind	1. <i>Lectures</i> 2. discussions 3. , group work, 4. assignments (groups and individuals), 5. question and answer, 6. review and writing.	2 x 50minute lesson, 2x60 minutes of structured, 2x60 minutes of	self-Practice individual and group assignments	1,2,3,4,5,6
14	14. Understanding the things to consider in the turning technique.	Important points Techniques behind	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group tasks	1,2,3,4,5,6
15	15. understand the usefulness of the reverse	Technique Use of the reverse technique.	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
16	FINAL SEMESTER EXAM					

6. List of references

1. Sudaryanto. 2015. "*Metode dan Aneka Teknik Analisis Bahasa*". Yogyakarta: Universitas Sanata Dharma Anggota APPTI.
2. Sukardi, Prof. Ph.D. (2003). "Metode Penelitian Pendidikan Kompetensi dan Prateknya". Jakarta: PT Bumi Aksara.
3. Moleong, Dr. Lexy, J., M.A. (2001). "Metode Penelitian Kualitatif". Bandung: PT Remaja Roelementary schoolakarya.
4. Sugiyono, Prof. Dr. (2010). "Metode Penelitian Tindakan". Bandung: Alfabeta.
5. Bugin, Burhan, Prof. Dr. H. M. S.Sos., M.Si. (2010). "Penelitian Kualitatif". Jakarta: Kencana Prenada Media Group.
6. Dantes, Nyoman Prof. Dr. (2012). "Metode Penelitian" Yogyakarta: Andi Yogyakarta.

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handout, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)

PLANNING INSTRUCTIONAL




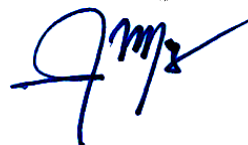


Lecturer:

Ida Ayu Sukma Wirani, S.S., M.Pd.

Ida Ayu Putu Purnami, S.S., M.Pd.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN		No. Doc: FBS-RPS PBB-302
	(PLANNING INSTRUCTIONAL) BLIS120302		Revision: 02
			Date: January 31, 2021
			Pages: 12 pages
Created By:  Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002	Review By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S., M.Pd NIP 196802042008011009	
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p> Name of Study Programme : Balinese Language Education Course Name : Planning Instructional Course Code : BLIS120302 Subject Group : Core Study Courses Credit hours : 2 Degree : Bachelor Degree Semester : Odd Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Ida Ayu Sukma Wirani S.S., M.Pd - </p>			

2. Course Description

The lesson planning course will provide learners with knowledge in developing innovative learning tools. After taking this course, students can compile and analyze learning tools. Lesson Planning discusses the concept of lesson planning and 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, preparing lesson plans, and developing innovative learning tools. The assessment used is by looking at activity, completeness of tasks, mid-exam with problem-based, and final exams with projects.

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** Able to apply logical, critical, systematic, and innovative in the context of the development or
thinki implementation of science and technology that pays attention to and applies humanities values under
ng 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 the Course

ATTITUDE

- 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;

KNOWLEDGE

- PLO2** Mastering educational theory, Balinese language science, and Balinese language education in general;

GENERAL SKILLS

- PLO5** Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;

SPECIFIC SKILLS

- PLO7** Able to plan, implement and evaluate/assess Balinese language learning by utilizing various science and technology-based learning resources;

5. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes Subject	Study Materials	Learning Forms	Time	Task and Assessment	Referrals
1	<ul style="list-style-type: none"> - Understanding the Systems Approach in Learning 	<ul style="list-style-type: none"> - Basic concepts of the learning system - Benefits of the system approach in learning - System objectives - functions - Learning system components 	Presentation Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes self-Activity	Assessment of activity in the discussion	Ref. B, C
2	<ul style="list-style-type: none"> - Understanding the Criteria and Variables that affect the learning system 	<ul style="list-style-type: none"> - Teaching problems and their solutions - Criteria and variables that affect the learning system 	Presentation Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured,	Assessment of activity in the discussion	Ref. B

				2 x 60 minutes independent		
3	<ul style="list-style-type: none"> - Understand the basic concepts of lesson planning 	<ul style="list-style-type: none"> - Definition of Lesson planning - Benefits and functions of lesson planning - Criteria for preparing lesson plans 	Presentation Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion	Ref. B
4	<ul style="list-style-type: none"> - Understanding Learning Programme Planning 	<ul style="list-style-type: none"> - Nature of Planning - School Curriculum outlines - Programme Development Planning 	Presentations Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes	Assessment of activity in discussion	Ref. A

				independent		
5	<ul style="list-style-type: none"> - Understanding lesson planning models 	<ul style="list-style-type: none"> - The nature of learning design - Instructional lesson planning models 	Presentation Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in discussion	Ref. C, D, E
6	<ul style="list-style-type: none"> - Designing needs analysis - Understanding learning variables 	<ul style="list-style-type: none"> - Understanding Needs Analysis - Steps of needs analysis - Sources of needs analysis - Learning variables 	Presentation Discussion Questions and Answers Summarizing the results of the discussion	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in the discussion	Ref. C, D,
7	<ul style="list-style-type: none"> - Developing 	<ul style="list-style-type: none"> - Competencies 	Presentation	2 x 50	Assessment	Ref. A, C,

	competencies as learning objectives	and learning objectives Learning - taxonomy - Components of learning objectives - Practice formulation of learning objectives	Discussion Questions and Answers Tasks	minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	ent of activity in discussion	
8	MIDDLE SEMESTER EXAM					
9	- Understanding the nature of teaching materials - Developing learning materials	- The nature of learning materials - Learning Material Resources - Packaging of Learning Materials - Practice drafting teaching materials	Presentation Discussion Questions and Answers Exercise	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent Activity	assessment in the discussion	Ref. D

10	- Developing learning experiences	<ul style="list-style-type: none"> - The nature of the learning experience - Stages of developing learning experiences - Student-oriented learning - Instructional strategies and methods - Exercise to determine instructional strategies and methods 	Presentation Discussion Questions and Answers Exercises	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in Individual assignments	Ref. D
11	<ul style="list-style-type: none"> - Develop learning media - Develop learning resources 	<ul style="list-style-type: none"> - Definition of learning media - Functions and benefits of using learning media - Types of media - Utilization of learning resources - Practice finding various materials for media and learning resources 	Discussion Questions and Answers Exercise	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Activity assessment, Performance appraisal	Ref. D
12	- Understanding	<ul style="list-style-type: none"> - The nature of learning models 	Discussion Question and	2 x 50 minutes	assessment	Ref. F

	the application of innovative learning models	<ul style="list-style-type: none"> - Types of innovative learning models - Practice applying innovative learning models in learning activities 	Answer Exercise	es of learning, 2x60 minutes structured, 2x60 minutes self-	liveliness, Performance Assessment	
13	- Develop Assessment Instruments	<ul style="list-style-type: none"> - The nature of evaluation - Measurement, assessment, and evaluation of learning outcomes - Evaluation Criteria - Learning control strategies - Learning improvement strategies - Practice developing evaluation tools 	Discussion Questions and Answers Exercises	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent Activity	assessment, Performance Assessment	Ref. A, C
14	- Designing a draft	- Drafting of	Project	2 x 50	Assessm	- Ref. G

	of learning tools	learning tools	Group assignments	minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	ent of activity in the discussion	
15	- Designing learning tools for learning	- Developing tools	Projects Group assignments	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently discussion	Assessment of activity in Project report	- Ref. G
16	<i>FINAL SEMESTER EXAM</i>					

6. List of References

- A. Hamalik, Umar.2009.Perencanaan Pengajaran Berdasarkan Pendekatan Sistem.Jakarta:PT Bumi Aksara.
- B. Uno, B.Hamsah.2016.Perencanaan Pembelajaran.Jakarta: PT Bumi Aksara
- C. Rusenior high schooln, 2016. Model-Model Pembelajaran. PT Grafindo Persada; Jakarta.
- D. Sanjaya,Wina H.2010.Perencanaan dan Desain Sistem Pembelajaran.Jakarta:Kencana
- E. Yaumi,Muhamad.2013. Prinsip-Prinsip Desain Pembelajaran.Jakarta:Kencana
- F. Muhtadi, Ali. 2019. Modul PPG "Pembelajaran Inovatif". Kemdikbud; Jakarta.
- G. Myarso,Estu. 2019. Modul PPG "Perancangan Pembelajaran Inovatif. Kemdikbud; Jakarta.

Ministry of Education and Culture7. Attachment 1: Teaching Resources: Books, Modules, PowerPoint Handout, etc.

5. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)

(Textbook Study)



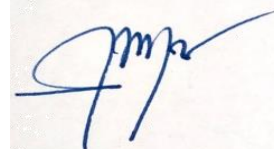


Lecturer:

**Ida Ayu Sukma Wirani, S.S., M.Pd
Ida Ayu Putu Purnami, S.S., M.Pd
Ida Bagus Made Ludy Paryatna, S.S., M.Pd**

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ART
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-505
		Revision: 02

	(TEXTBOOK STUDY) BLIS119505	Date: January 31, 2021 Pages: 22 Pages
Created By:  Ida Ayu Putu Purnami, S.S., M.Pd. NIP. 198403172008012002	Review By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S., M.Pd. NIP.196802042008011009
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Name of Study Programme : Balinese Language Education</p> <p>Course Name : Textbook Study</p> <p>Course Code : BLIS119505</p> <p>Course Group : Core Study Courses</p> <p>Credit Hours : 2</p> <p>Degree : Bachelor Degree</p> <p>Semester : Odd</p> <p>Prerequisite : -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code of lecturer : Ida Ayu Putu Purnami, S.S., M.Pd.</p> <p>2. Course Description</p> <p>After studying the textbook study course, students can understand the theoretical concepts of textbook study and 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, understanding of teaching materials, the function of textbooks, the function of teaching materials, how to study textbooks, differences between textbooks and teaching materials, feasibility the content of the textbook, the feasibility of presenting the textbook, the feasibility of the</p>		

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 used is an assessment by looking at activity, completeness of tasks, presentations, mid-exam with problem-based and final exam with project-based.

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 Able to apply logical, critical, systematic, and innovative in the context of the development or
thinki implementation of science and technology that pays attention to and applies humanities values following
ng 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 Plan

Meeting	Indicators of Learning Outcomes Course	Materials Study	Forms of Learning	Time	Assignment and Assessment	Referrals
1	Students can understand: <ul style="list-style-type: none"> Lecture contract Textbook study material in general 	<ul style="list-style-type: none"> Lecture contract Textbook study material in general 	<ul style="list-style-type: none"> Discussion Questions and answers 	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 and discussion 	Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. (Ref.

						B)
2	<p>Students can understand and explain about:</p> <ul style="list-style-type: none"> • The meaning of textbook study • The function of textbook review • The importance of textbooks for teachers 	<ul style="list-style-type: none"> • Understanding of textbook study • The function of textbook study • The importance of textbooks for teachers 	<ul style="list-style-type: none"> • Discussion • Questions and answers 	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 and discussion 	<p>Pulungan, rosmilan. 2020. <i>Telaah Kurikulum Dan Buku Teks Bahasa Indonesia</i>. Medan : Guepedia (Ref. D)</p>
3	<p>Students can understand and explain about:</p> <ul style="list-style-type: none"> • Understanding textbooks • Understanding teaching materials 	<ul style="list-style-type: none"> • Understanding textbooks • Understanding teaching materials 	<ul style="list-style-type: none"> • Discussion • Question and answer 	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 and discussion 	<p>Prastowo, Andi. 2014. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif</i>. Yogyakarta: Diva Press (Ref. C)</p> <p>Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman,</p>

						<p>Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. (Ref. B)</p> <p>Rahmi,Aida dan Harmi Hendra. 2013. <i>Pengembangan Bahan Ajar</i> MI.Curup: Lp2 STAIN Curup (Ref. E)</p>
4	<p>Students can understand and explain about:</p> <ul style="list-style-type: none"> • Functions of textbooks • Functions of teaching materials 	<ul style="list-style-type: none"> • Functions of textbooks • Functions of teaching materials 	<ul style="list-style-type: none"> • Discussions • Questions and answers 	<p>2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent</p>	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion 	<p>Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. (Ref. B)</p>

5	<p>Students can understand and explain about:</p> <ul style="list-style-type: none"> • How to study textbooks • Differences between textbooks and teaching materials 	<ul style="list-style-type: none"> • How to study textbooks • Differences between textbooks and teaching materials 	<ul style="list-style-type: none"> • Discussion • Questions and answers 	<p>2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent</p>	<ul style="list-style-type: none"> • Assessment of activity in the question and answer and discussion 	<p>Sitepu. 2012. <i>Penulisan Buku Teks Pelajaran</i>. Bandung : Roeselmentary schoolakarya (Ref. G)</p>
6	<p>Students can present their understanding of the textbook review (textbook feasibility), which includes:</p> <ul style="list-style-type: none"> • Feasibility of content • Feasibility of presentation 	<ul style="list-style-type: none"> • Feasibility of content • Presentation Feasibility of 	<ul style="list-style-type: none"> • Discussion • Questions and answers 	<p>2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes self-</p>	<ul style="list-style-type: none"> • assessment activeness in questions and answers and discussions 	<p>Salinan Peraturan Menteri Pendidikan dan Kebudayaan No.71 Tahun 2013. Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah (Ref. F)</p> <p>BSNP. http://penilaian buku</p>

						<p>teks bahasa Indonesia.com/standar penilaian buku teks pelajaran oleh Badan Standar Nasional Pendidikan (BSNP) (Ref. A)</p> <p>Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. (Ref. B)</p>
7	Students can discuss and understand how to study textbooks (textbook feasibility), which includes:	<ul style="list-style-type: none"> • Feasibility Language • Feasibility Graphics 	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent x 50	<ul style="list-style-type: none"> • Assessment of activity in questions and answers and discussion 	Salinan Peraturan Menteri Pendidikan dan Kebudayaan No.71 Tahun 2013. Buku Teks Pelajaran

	<ul style="list-style-type: none"> • Language • Feasibility Graphics 				<p>s.</p> <p>dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah (Ref. F)</p> <p>BSNP.</p> <p>http://penilaian buku teks bahasa Indonesia.com/standar penilaian buku teks pelajaran oleh Badan Standar Nasional Pendidikan (BSNP) (Ref. A)</p> <p>Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta:</p>
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						ArRuzz Media. (Ref. B)
8	MIDDLE SEMESTER EXAM (problem-based)					
9	Students can analyze/study textbooks at the elementary school level.	Study textbooks based on the feasibility of content, presentation, language, and graphics	<ul style="list-style-type: none"> • Discussion • Question and answer • Tasks 	2x50 minutes of learning, 2x60 minutes of structured, 2x60 minutes independently	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion • Assessment of assignments 	<p>Salinan Peraturan Menteri Pendidikan dan Kebudayaan No.71 Tahun 2013. Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah (Ref. F)</p> <p>BSNP.</p> <p>(http://penilaian buku teks bahasa Indonesia.com/standar penilaian buku teks pelajaran oleh Badan Standar Nasional Pendidikan (BSNP)) (Ref. A)</p>

						<p>Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. (Ref. B)</p>
10	Students can study junior high school level textbooks.	Study textbooks based on the appropriateness of content, presentation, language, and graphics.	<ul style="list-style-type: none"> • Discussion • Question and answer • Assignments 	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion • Assessment of assignments 	<p>Salinan Peraturan Menteri Pendidikan dan Kebudayaan No.71 Tahun 2013. Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah (Ref. F)</p> <p>BSNP. http://penilaian buku</p>

						<p>teks bahasa Indonesia.com/standar penilaian buku teks pelajaran oleh Badan Standar Nasional Pendidikan (BSNP) (Ref. A)</p> <p>Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. (Ref. B)</p>
11	Students can study textbooks at senior high school/vocational high school level.	Study textbooks based on the appropriateness of content, presentation,	<ul style="list-style-type: none"> • Discussion • Questions and Answers • Assignment 	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 and 	Salinan Peraturan Menteri Pendidikan dan Kebudayaan No.71 Tahun 2013. Buku Teks Pelajaran

		language, and graphics.	s		<p>discussion on</p> <ul style="list-style-type: none"> ● Task Assessment. 	<p>dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah (Ref. F)</p> <p>BSNP.</p> <p>http://penilaian buku teks bahasa Indonesia.com/standar penilaian buku teks pelajaran oleh Badan Standar Nasional Pendidikan (BSNP) (Ref. A)</p> <p>Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta:</p>
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						ArRuzz Media. (Ref. B)
12	Students can present and discuss the results of elementary school textbooks.	Study textbooks based on the feasibility of content, presentation, language, and graphics	<ul style="list-style-type: none"> • Presentation of assignments • Discussion • Questions and answers 	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent Activity	<ul style="list-style-type: none"> • assessment in question and answer and discussion • Assessment presentation 	<p>Salinan Peraturan Menteri Pendidikan dan Kebudayaan No.71 Tahun 2013. Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah (Ref. F)</p> <p>BSNP.</p> <p>(http://penilaian buku teks bahasa Indonesia.com/standar penilaian buku teks pelajaran oleh Badan Standar Nasional Pendidikan (BSNP)) (Ref. A)</p>

						Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. (Ref. B)
13	Students can present and discuss the results of their junior high school textbooks.	Study textbooks based on content, presentation, language, and graphics feasibility.	<ul style="list-style-type: none"> • Presentatio n of assignments • Discussions • Questions and Answers 	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent Activity	<ul style="list-style-type: none"> • assessment in question and answer and discussion • Assessmen t presentatio n 	Salinan Peraturan Menteri Pendidikan dan Kebudayaan No.71 Tahun 2013. Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah (Ref. F) BSNP. http://penilaian buku teks bahasa

						<p>Indonesia.com/standar penilaian buku teks pelajaran oleh Badan Standar Nasional Pendidikan (BSNP) (Ref. A)</p> <p>Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. (Ref. B)</p>
14	Students can present and discuss the results of high school/vocational high school textbook studies. Textbook studies	based on the feasibility of content, presentation, language, and graphics	<ul style="list-style-type: none"> • Presentation of assignments • Discussion • Questions and answers 	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	<ul style="list-style-type: none"> • Assessment of activeness in questions and 	<p>Salinan Peraturan Menteri Pendidikan dan Kebudayaan No.71 Tahun 2013. Buku Teks Pelajaran dan Buku Panduan</p>

					<p>answers and discussions</p> <ul style="list-style-type: none"> Assessment of presentations 	<p>Guru untuk Pendidikan Dasar dan Menengah (Ref. F)</p> <p>BSNP.</p> <p>(http://penilaian buku teks bahasa Indonesia.com/standar penilaian buku teks pelajaran oleh Badan Standar Nasional Pendidikan (BSNP)) (Ref. A)</p> <p>Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. (Ref.</p>
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						B)
15	Students understand the lecture material and are ready to take the final semester exam by studying the textbook study course material.	Lecture material study the textbook	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	<ul style="list-style-type: none"> • Assessment of activity in Q&A and discussion 	Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media. Sitepu. 2012. Penulisan Buku Teks Pelajaran. Bandung: Roelementary schoolakarya (Ref. B)
16	FINAL SEMESTER EXAM (project-based)					

6. Reference List

- A. BSNP. [http://penilaian buku teks bahasa Indonesia.com/standar penilaian buku teks pelajaran](http://penilaian.buku.teks.bahasa.indonesia.com/standar-penilaian-buku-teks-pelajaran) oleh Badan Standar Nasional Pendidikan (BSNP)
- B. Muslich, Masnur. 2010. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Jogjakarta: ArRuzz Media.
- C. Prastowo, Andi. 2014. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press

- D. Pulungan, rosmilan. 2020. *Telaah Kurikulum Dan Buku Teks Bahasa Indonesia*. Medan : Guepedia
- E. Rahmi,Aida dan Harmi Hendra. 2013. *Pengembangan Bahan Ajar MI*.Curup: Lp2 STAIN Curup
- F. Salinan Peraturan Menteri Pendidikan dan Kebudayaan No.71 Tahun 2013. Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah
- G. Sitepu. 2012. Penulisan Buku Teks Pelajaran. Bandung: Roelementary schoolakarya

7. Appendix 1: Teaching Resources: Module

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets

SEMESTER LESSON PLAN (RPS)

(Scientific Writing)



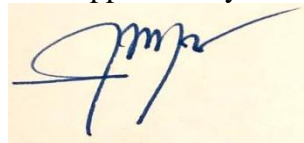


Lecturer:

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**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN:	No.Doc UN FBS-RPS-504
		Revision: 02

	(SCIENTIFIC WRITING) BLIS119504	Date: January 31, 2021 Pages: 16 Pages
Created By:  Ida Ayu Putu Purnami, S.S., M.Pd. NIP.198403172008012002	Review By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S., M.Pd. NIP.196802042008011009
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p> Name of Study Programme : Balinese Language Education Course Name : Scientific Writing Course Code : BLIS119504Credits Course Group : Core Study Courses Credit hours : 2 Degree : Bachelor Degree Semesters : Odd Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Ida Ayu Putu Purnami, S.S., M.Pd. </p> <p>2. Course Description</p> <p>After studying the course of scientific writing papers, students understand the theoretical concepts of scientific writing papers and systematic writing of scientific papers and can produce a good and correct scientific work. Scientific writing papers discuss the meaning of scientific writing papers and types of scientific works, the differences between each type of scientific work, understanding, and systematics of making papers, papers, articles, research proposals, and theses. Activities in this course include studying the theoretical concepts of scientific writing papers and producing a scientific work which includes making papers, articles, and research proposals. The assessment used is by looking at activity,</p>		

completeness of tasks, mid-exam with problem-based and final exam with project-based.

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 application 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 Plan

Meetings	Indicators of Learning Outcomes Course	Materials Study	Forms of Learning	Time	Assignment and Assessment	Reference
1	Students can understand: <ul style="list-style-type: none"> Lecture contracts Materials for scientific writing papers in general 	<ul style="list-style-type: none"> Lecture contracts Materials for scientific writing papers in general 	<ul style="list-style-type: none"> Discussion Questions and answers 	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 and discussion 	<p>Suandi, I Nengah, dkk. 2016. <i>Pedoman Penulisan Karya Ilmiah: Tugas Akhir, Skripsi, Tesis, dan Disertasi</i>. Singaraja: Universitas Pendidikan Ganesha (Ref. C)</p> <p>https://sevima.com/pengertian-struktur-dan-ciri-ciri-karya-tulis-ilmiah/ (Ref. O)</p>

					n	
2	<p>Students can understand and explain about:</p> <ul style="list-style-type: none"> • Types of scientific writing papers • Differences in each type of scientific writing papers <p>Problem boundaries</p>	<ul style="list-style-type: none"> • Types of scientific writing papers • Differences in each type of scientific writing papers 	<ul style="list-style-type: none"> • Discussion • Questions and answers • 	<p>2 x 50 minutes learning, structured 2x60 minutes, 2x60 minutes independent</p>	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion 	<p>Suandi, I Nengah, dkk. 2016. <i>Pedoman Penulisan Karya Ilmiah: Tugas Akhir, Skripsi, Tesis, dan Disertasi</i>. Singaraja: Universitas Pendidikan Ganesha (Ref. C)</p> <p>https://www.duniadosen.com/jenis-karya-ilmiah/ (Ref. R)</p> <p>https://www.liputan6.com/citizen6/read/3921912/6-jenis-karya-ilmiah-dan-penjelasan-dari-makalah-hingga-disertasi (Ref. S)</p> <p>https://penerbitbukudeepublish.com/perbedaan-paper-dan-makalah/ (Ref. M)</p> <p>https://javalaw-bmg.blogspot.com/2015/04/bedanya-skripsi-tesis-disertasi-karya.html (Ref. K)</p>
3	<p>Students can understand and explain about:</p> <ul style="list-style-type: none"> • Understanding paper 	<ul style="list-style-type: none"> • Understand the definition of paper • Structure of paper writing 	<ul style="list-style-type: none"> • Discussion • Questions and answers 	<p>2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent</p>	<ul style="list-style-type: none"> • Assessment of activity in question and answer 	<p>https://bocahkampus.com/contoh-paper#struktur (Ref. J)</p> <p>https://tambahpinter.com/contoh-paper/ (Ref. P)</p> <p>https://penerbitbukudeepublish.com/perbedaan-paper-dan-makalah/ (Ref. M)</p>

	<ul style="list-style-type: none"> • Structure of paper writing • Differences between papers and papers 	<ul style="list-style-type: none"> • Differences between papers and papers 	<ul style="list-style-type: none"> • 		and discussion	
4	<p>Students can understand and explain about:</p> <ul style="list-style-type: none"> • Understanding the definition of papers • Structure of making papers 	<ul style="list-style-type: none"> • Understanding the definition papers • Structure of making papers 	<ul style="list-style-type: none"> • Discussions • Questions and answers • 	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> • Assessment of activity in questions and answers and discussions 	<p>https://www.dosenpendidikan.co.id/struktur-makalah/ (Ref. Q)</p> <p>https://bocahkampus.com/cara-membuat-makalah (Ref. I)</p>
5	<p>Students can understand and explain about:</p> <ul style="list-style-type: none"> • Definition of scientific articles • Characteristics of scientific articles • Characteristics of scientific articles • Function of 	<ul style="list-style-type: none"> • Definition of scientific articles • Characteristics of scientific articles • Functions of scientific articles • Systematic of scientific articles 	<ul style="list-style-type: none"> • Discussions • Questions and answers 	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 independent minutes	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion 	<p>https://penerbitdeepublish.com/pengertian-artikel-ilmiah/ (Ref. N)</p>

	scientific <ul style="list-style-type: none"> articles Systematic of scientific articles				n	
6	Students can understand calmly: <ul style="list-style-type: none"> Definition of research proposals Components of proposals Systematics of research proposals Making quotations 	<ul style="list-style-type: none"> Understanding the definition of research proposals Components of proposals Systematics of research proposals Making quotations 	<ul style="list-style-type: none"> Discussion Questions and answers 	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 and discussion 	Suandi, I Nengah, dkk. 2016. <i>Pedoman Penulisan Karya Ilmiah: Tugas Akhir, Skripsi, Tesis, dan Disertasi</i> . Singaraja: Universitas Pendidikan Ganesha (Ref. C) http://www.informasi-pendidikan.com/2013/08/sistematika-proposal-penelitian.html (Ref. H)
7	Students can understand: <ul style="list-style-type: none"> Understanding the definition of the Thesis Characteristics of 	<ul style="list-style-type: none"> Understanding the definition of Thesis Characteristics of Thesis Types of Thesis 	<ul style="list-style-type: none"> Discussion Questions and Answers 	2 x 50 learning minutes, 2x60 structured minutes, 2x60 independent minutes Activity	<ul style="list-style-type: none"> assessment in question and answer and discussion 	Suandi, I Nengah, dkk. 2016. <i>Pedoman Penulisan Karya Ilmiah: Tugas Akhir, Skripsi, Tesis, dan Disertasi</i> . Singaraja: Universitas Pendidikan Ganesha (Ref. C) https://penelitianilmiah.com/pengertian-skripsi/ (Ref. L)

	<p>Thesis</p> <ul style="list-style-type: none"> • Types of Thesis • Objectives of Thesis • components of Thesis • writing techniques and formats 	<ul style="list-style-type: none"> • Objectives of Thesis • components of Thesis • writing techniques and format 		x 50		<p>Arikunto, Suharsimi, dkk. 2017. <i>Penelitian Tindakan Kelas</i>. Jakarta : PT Bumi Aksara (Ref. A)</p>
8	MIDDLE SEMESTER EXAM (problem-based)					
9	Students can write papers	Systematics of writing papers	<ul style="list-style-type: none"> • Discussion • Questions and answers • Assignments 	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 and discussion • Assignment assessment/ www.dosen 	<p>https://www.dosenpendidikan.co.id/struktur-makalah/ (Ref. Q)</p> <p>https://bocahkampus.com/cara-membuat-makalah (Ref. I)</p>
10	Students can write	Systematics of writing articles.	<ul style="list-style-type: none"> • Discussion 	2 x 50 minutes of	<ul style="list-style-type: none"> • assessment of 	<p>https://penerbitdeepublish.com/pengertian-artikel-</p>

	articles.		<ul style="list-style-type: none"> • Question s and Answers. • Assignme nts 	learning, 2 x 60 minutes of structured, 2 x 60 minutes of independent	<ul style="list-style-type: none"> • activity in question s and answers and discussio ns • Assessm ent of assignm ents 	<u>ilmiah/</u> (Ref. N)
11	Students can write articles and collect articles that have been written.	Systematics of writing articles	<ul style="list-style-type: none"> • Discussio n • Question s and Answers • Tasks 	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> • Assessm ent of activity in question and answer and discussio n • Assessm ent of assignm ents 	Sugiyono. 2017. <i>Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D</i> . Bandung : Alfabet (Ref. D)
12	Students can make research proposals Chapter 1	<ul style="list-style-type: none"> • Components of research proposals • Systematics for making research proposals 	<ul style="list-style-type: none"> • Discussio n • Question s and answers • Assignme 	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> • Assessm ent of activity in question and answer and discussio n 	<p>Suandi, I Nengah, dkk. 2016. <i>Pedoman Penulisan Karya Ilmiah: Tugas Akhir, Skripsi, Tesis, dan Disertasi</i>. Singaraja: Universitas Pendidikan Ganesha (Ref. C)</p> <p>Sugiyono. 2018. <i>Metode Penelitian Kombinasi</i></p>

		<ul style="list-style-type: none"> • Writing quotations 	nts		<ul style="list-style-type: none"> • Assessment of the task of 	(Mixed Methods). Bandung : CV Alfabeta. (Ref. E)
13	Students can continue making research proposals to Chapter 2 and collect research proposals	<ul style="list-style-type: none"> • Components of research proposals • Systematics for making research proposals • Writing quotations 	<ul style="list-style-type: none"> • Discussion • Questions and answers • Assignments 	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 and discussion • Task assessment 	<p>Arikunto, Suharsimi, dkk. 2017. <i>Penelitian Tindakan Kelas</i>. Jakarta : PT Bumi Aksara (Ref. A)</p> <p>Karli, Hilda. 2019. <i>Cara Praktis Ber-PTK Penelitian Tindakan Kelas Untuk Peneliti Pemula</i>. Penerbit Duta (Ref. B)</p> <p>Suandi, I Nengah, dkk. 2016. <i>Pedoman Penulisan Karya Ilmiah: Tugas Akhir, Skripsi, Tesis, dan Disertasi</i>. Singaraja: Universitas Pendidikan Ganesha (Ref. C)</p>
14	Students can continue making research proposals to Chapter 3 and collect research proposals	<ul style="list-style-type: none"> • Components of research proposals • Systematics for making research proposals • Writing quotations 	<ul style="list-style-type: none"> • Discussions • Questions and answers • Tasks 	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 independent minutes	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion • Assessment of tasks 	<p>Arikunto, Suharsimi, dkk. 2017. <i>Penelitian Tindakan Kelas</i>. Jakarta : PT Bumi Aksara (Ref. A)</p> <p>Suandi, I Nengah, dkk. 2016. <i>Pedoman Penulisan Karya Ilmiah: Tugas Akhir, Skripsi, Tesis, dan Disertasi</i>. Singaraja: Universitas Pendidikan Ganesha (Ref. C)</p>

						<p>Sugiyono. 2017. <i>Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D</i>. Bandung : Alfabet (Ref. D)</p> <p>Sugiyono. 2018. <i>Metode Penelitian Kombinasi (Mixed Methods)</i>. Bandung : CV Alfabeta. (Ref. E)</p> <p>Sugiyono.2013.<i>Cara Mudah Menyusun : Skripsi, Tesis, dan Disertasi</i>.Bandung : Alfabeta) (Ref. F)</p>
15	Students are able to revise research proposals	<ul style="list-style-type: none"> • Components of research proposals • Systematics for making research proposals • Writing quotations 	<ul style="list-style-type: none"> • Discussion • Questions and answers • Assignments 	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 independent minutes	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion • Assessment of tasks 	<p>Arikunto, Suharsimi, dkk. 2017. <i>Penelitian Tindakan Kelas</i>. Jakarta : PT Bumi Aksara (Ref. A)</p> <p>Suandi, I Nengah, dkk. 2016. <i>Pedoman Penulisan Karya Ilmiah: Tugas Akhir, Skripsi, Tesis, dan Disertasi</i>. Singaraja: Universitas Pendidikan Ganesha (Ref. C)</p> <p>Sugiyono. 2017. <i>Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D</i>. Bandung : Alfabet (Ref. D)</p> <p>Sugiyono. 2018. <i>Metode Penelitian Kombinasi</i></p>

						(Mixed Methods). Bandung : CV Alfabeta. (Ref. E) Sugiyono.2013.Cara Mudah Menyusun : Skripsi, Tesis, dan Disertasi.Bandung : Alfabeta) (Ref. C)
16	FINAL SEMESTER EXAM (project-based)					

6. List of references

- A. Arikunto, Suharsimi, dkk. 2017. *Penelitian Tindakan Kelas*. Jakarta : PT Bumi Aksara
- B. Karli, Hilda. 2019. *Cara Praktis Ber-PTK Penelitian Tindakan Kelas Untuk Peneliti Pemula*. Penerbit Duta
- C. Suandi, I Nengah, dkk. 2016. *Pedoman Penulisan Karya Ilmiah: Tugas Akhir, Skripsi, Tesis, dan Disertasi*. Singaraja: Universitas Pendidikan Ganesha
- D. Sugiyono. 2017. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabet
- E. Sugiyono. 2018. *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung : CV Alfabeta.
- F. Sugiyono.2013.*Cara Mudah Menyusun : Skripsi, Tesis, dan Disertasi*.Bandung : Alfabeta)
- G. Widi, Restu Kartiko. 2018. *Menggelorakan Penelitian ; Pengenalan dan Penuntun Pelaksanaan Penelitian*. Deepublish : Yogyakarta
- H. <http://www.informasi-pendidikan.com/2013/08/sistematika-proposal-penelitian.html>
- I. <https://bocahkampus.com/cara-membuat-makalah>
- J. <https://bocahkampus.com/contoh-paper#struktur>
- K. <https://javalaw-bmg.blogspot.com/2015/04/bedanya-skripsi-tesis-disertasi-karya.html>
- L. <https://penelitianilmiah.com/pengertian-skripsi/>
- M. <https://penerbitbukudeepublish.com/perbedaan-paper-dan-makalah/>
- N. <https://penerbitdeepublish.com/pengertian-artikel-ilmiah/>

- O. <https://sevima.com/pengertian-struktur-dan-ciri-ciri-karya-tulis-ilmiah/>
- P. <https://tambahpinter.com/contoh-paper/>
- Q. <https://www.dosenpendidikan.co.id/struktur-makalah/>
- R. <https://www.duniadosen.com/jenis-karya-ilmiah/>
- S. <https://www.liputan6.com/citizen6/read/3921912/6-jenis-karya-ilmiah-dan-penjasannya-dari-makalah-hingga-disertasi>

7. Appendix 1: Teaching Resources: Books, PowerPoint Handout

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets

SEMESTER LESSON PLAN (RPS)
ASSESSMENT AND EVALUATION



Lecturer:



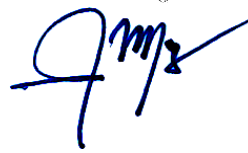
Ida Ayu Sukma Wirani, S.S., M.Pd.

Ida Ayu Putu Purnami, S.S., M.Pd.

Ida Bagus Rai, S.S., M.Pd.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-312
		Revision: 02
	ASSESSMENT AND EVALUATION	Date: January 31, 2020

	BLIS120312	Pages: 10 Pages
Created By:  Ida Ayu Sukma Wirani , S.S., M.Pd. NIP 198312152008122002	Examined By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S., M.Pd NIP 196802042008011009
Lecturer	Academic Quality Assurance Study Programme	Coordinator Balinese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Identity Course</p> <p>Study Programme : Balinese Language Education</p> <p>Course Name : Assessment and Evaluation</p> <p>Course Code : BLIS120312</p> <p>Course Group : Core Study Courses</p> <p>Credit Hours : 2</p> <p>Degree : Bachelor Degree</p> <p>Semester : Odd</p> <p>Prerequisite : -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code of lecturer : Ida Ayu Sukma Wirani S.S., M.Pd.</p> <p>2. Course Description</p> <p>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 course, students can develop and analyze evaluation tools, both in tests and non-tests. The Instructional Assessment and Evaluation course</p>		

discusses the basic concepts of assessment and evaluation, types of evaluation tools, developing assessment instruments, and analyzing evaluation tools. Activities in this noble eye include learning the basic concepts of assessment, types of evaluation tools, compiling assessment instruments, and conducting instrument analysis (validity and reliability). The assessment used is looking at activity, completeness of assignments, mid-exam, and final exams with products.

3. Learning Outcomes of the Study Programme

ATTITUDE

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;

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 the Course	
ATTITUDE	
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;
KNOWLEDGE	
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;
GENERAL SKILLS	
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 under 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;

5. Description of Lesson Plans

Meeti ng	Indicators of Learning Outcomes	Subjects Study Materials	Learning Forms	Time	Assignments and Assessment	Referenc es
1	<ul style="list-style-type: none"> Understanding the nature of evaluation Knowing the difference 	<ul style="list-style-type: none"> The nature of assessment and evaluation, Types of 	<p>Interactive discussions on understanding the nature of assessment and evaluation,</p> <p>Summarizing the</p>	2 x 50 minutes of learning, 2 x 60 minutes structured,	<ul style="list-style-type: none"> Assessment of activeness in discussions Individual 	Ref. A, D,

	between process evaluation, programme evaluation, learning evaluation and results evaluation	Evaluation; evaluation of processes, programmes, lessons learned, and results	differences between process evaluation, programme evaluation, learning evaluation, and outcome evaluation	2 x 60 minutes independent	assignments	
2	<ul style="list-style-type: none"> Knowing the purpose, benefits, and function of evaluation Connecting the objectives, instructional assessment, and evaluation in learning 	<ul style="list-style-type: none"> Objectives of evaluation of bloom taxonomy learning Relationship between Objectives, Instructional assessment, and evaluation 	<p>Interactive discussion about the objectives of evaluation of bloom taxonomy learning</p> <p>Summarizing the relationship between learning objectives, Instructional assessment, and evaluation of learning</p>	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Presentation Assessment Assessment of activeness in discussions Individual assignments 	Ref. B, G
3	<ul style="list-style-type: none"> Understanding the meaning and types of assessment tools Test 	<ul style="list-style-type: none"> Types of test assessment tools (Non-Test and Test) 	<p>Presentation in class on the meaning and types of assessment.</p> <p>Summarizing the results of the discussion</p>	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in the discussion 	Ref. A, B
4	<ul style="list-style-type: none"> Know the types of tests Know the types of non-test 	<ul style="list-style-type: none"> assessment tools Types of non-test assessment 	<p>Presentation and Group Discussion on non-test evaluation tools.</p>	2 x 50 minutes of learning, 2 x 60	<ul style="list-style-type: none"> Assessment of activity in solving problems given 	Ref. B, H

		tools non-test • Examples of non-test assessments	Case-based learning about identifying the use of non-test evaluation tools in Balinese language learning	minutes structured, 2 x 60 minutes independent	/ discussion and exercises	
5	• Understand the nature of the essay test • Know the types of essay tests	• The essence of the essay test • Types of essay tests • The advantages and disadvantages of the essay test	Presentations and group discussions regarding the test description Summarize the results of discussions and exercises to create a test description of language subjects in Bali.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	• Assessment of activity in discussions and exercises	Ref. B, G, C
6	• Understand the nature of Objective tests • Know the types of Objective tests	• The nature of objective tests • Types of objective tests • Advantages and disadvantages of objective test tests • Sample Objective Test	Presentation and Group Discussion on objective tests Summarizing the results of discussions and practice making subject objective tests Balinese language.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	• Assessment of activity in discussion	Ref. B, C, G
7	• Understand the nature of the language	• Understanding language competence	Presentation and Group Discussion on language competency tests	2 x 50 minutes of learning, 2	• Assessment of activeness in	Ref. B

	competency test <ul style="list-style-type: none"> Know the types of language competency tests 	test (grammatical structure test, vocabulary test)	(grammatical structure tests, vocabulary tests) Summarizing the results of discussions and practice-making language competency tests (grammatical structure tests, vocabulary tests) for Balinese language subjects.	x 60 minutes structured, 2 x 60 minutes independently x 50	discussions and doing exercises	
8	• MIDDLE SEMESTER EXAM					
9	<ul style="list-style-type: none"> Understand the description of the receptive language competency test Describe the receptive language competency test 	<ul style="list-style-type: none"> Definition of the receptive language test (reading competency test and listening competency test) 	Presentation and Group Discussion on the receptive language competency test Summarizing the results of discussions and exercises to make an eye receptive language competency test Balinese language lessons.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	<ul style="list-style-type: none"> Assessment of activity in Questions and Answers Portfolio 	Ref. B
10	<ul style="list-style-type: none"> Understanding the description of the productive language competency test Describe the productive language competency test 	<ul style="list-style-type: none"> Definition of the productive, active language test (speaking and writing competency test) 	Presentation and Group Discussion on the productive, active language competency test Summarizing the results of discussions and exercises to make a productive, active language competency test for Balinese language subjects.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	<ul style="list-style-type: none"> Assessment of activity in Q&A 	Ref. B
11	<ul style="list-style-type: none"> Understand the 	<ul style="list-style-type: none"> The essence of 	Presentation and Group	2 x 50	<ul style="list-style-type: none"> Assessment 	Ref. E, B,

	<p>nature of authentic assessment</p> <ul style="list-style-type: none"> • Know the benefits of authentic assessment • Know the types of authentic assessment 	<p>authentic assessment</p> <ul style="list-style-type: none"> • Benefits of authentic assessment • Types of authentic assessment (portfolio, self-assessment, performance assessment, project, etc.) 	<p>Discussion on authentic assessment</p> <p>Summarize the discussion results and practice making authentic assessment tests for Balinese language subjects.</p>	<p>minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent</p>	<p>of activity in Q&A</p>	
12	<ul style="list-style-type: none"> • Understand the nature of the literary competency test • Understand the types of literary competency tests • Make a literary competency test 	<ul style="list-style-type: none"> • The essence of the literary competence test • Types of literary competency tests • Steps in making a literary test 	<p>Presentations and Group Discussions on literary competency tests</p> <p>Summarizing the results of discussions and practice making a competency test for Balinese language subjects.</p>	<p>2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent</p>	<ul style="list-style-type: none"> • Assessment of activeness in questions and answers and doing exercises 	Ref. B
13	<ul style="list-style-type: none"> • Understanding the nature of test validity • Knowing the types of validity 	<ul style="list-style-type: none"> • The nature of validity • Types of validity 	<p>Presentation and Group Discussion on test validity</p> <p>Summarizing the results of discussions and exercises to analyze the validity of the</p>	<p>2 x 50 minutes of learning, 2 x 60 minutes structured,</p>	<ul style="list-style-type: none"> • Assessment of activeness in questions and answers and doing exercises 	Ref. A, B, G

			test according to the content of Balinese language subjects.	2 x 60 minutes independent		
14	<ul style="list-style-type: none"> Finding the concept of reliability and formulating the type of test reliability 	<ul style="list-style-type: none"> The nature of test reliability Types of reliability 	<p>Presentation and Group Discussion on the validity of the test</p> <p>Summarizing the results of discussions and exercises to analyze test reliability according to the sample test results</p>	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in Questions and Answers and doing exercises 	Ref. A, B, G
15	<ul style="list-style-type: none"> Analysis of LKPD (<i>Lembar Kerja Peserta Didik</i> or Student Worksheet) Evaluation Tools at Middle and High School 	<ul style="list-style-type: none"> Degree Content validity analysis and authentic assessment 	Case-based learning by analyzing evaluation tools on Balinese teaching materials according to content validity and authentic assessments.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Individual assignments Project Assessment Refs 	A, B, E,
16	FINAL SEMESTER EXAM					

6. List of References

- A. Arikunto, Suharsimi.2012. **Dasar-dasar Evalfinal exami Pendidikan.**Yogyakarta: Bina Aksara.
- B. Burhan, Nurgiyantoro.2010. **Penilaian Pembelajaran Bahasa Berbasis Kompetensi.**Yogyakarta:BPFE.
- C. Djiwandono Soenardi M. 2008. **Tes Bahasa Pegangan Bagi Pengajar Bahasa.** PT Macanan Jaya Cemerlang; Jakarta.

D. Ginting, Edison dkk. Modul Pengembangan Keprofesian Berkelanjutan; PEDAGOGI: Penilaian Evalfinal exami Proses Dan Hasil Belajar. Kemdikbud.

http://repositori.kemdikbud.go.id/8510/1/Modul_H_Pedagogi_Layout_Matematika%20Teknik_layout%2014.08.2018.pdf

E. Supardi. 2015. Penilaian Autentik Pembelajaran Afektif, Kognitif, dan Psikomotor (Konsep dan Aplikasi). PT Raja Grafindo Persada; Jakarta.

F. Uno Hamsah B., dkk. 2012. Asessment Pembelajaran. PT. Bumi Angkasa; Jakarta.

G. Yusuf, Muri A. 2015. Asesmen dan evalfinal exami Pendidikan. Prenadamedia Group; Jakarta.

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handout, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.




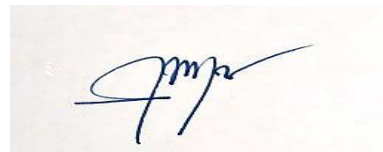
SEMESTER LESSON PLAN (RPS)
(ETHICS IN BALINESE CULTURE)



Lecturer:

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

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-306
	ETHICS IN BALINESE CULTURE BLIS120306	Revision: 02
		Date: January 31, 2021
		Pages: 15 Pages
Created By:  I Wayan Gede Wisnu, S.S., M. Si. NIP.198403172008012002	Review By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S., M.Pd. NIP.196802042008011009
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 Course Name : Ethics in Balinese Culture Course Code : BLIS120306 Course Group : Core Study Courses Credit Hours : 2 Degree : Bachelor Degree Semester : Odd Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of lecturer : I Wayan Gede Wisnu, S.S., M. Si. </p>		

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 Able to apply logical, critical, systematic, and innovative in the context of the development or
thinki implementation of science and technology that pays attention to and applies humanities values following
ng 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	Student can explain 1. Objectives of the course 2. Scope of the course 3. Policy on lecture implementation 4. Policy on assessment of learning outcomes 5. Tasks to be completed 6 The textbooks used and other learning resources 7. Other things that are essential in the implementation of lectures.	1. Objectives of the course 2. Scope of the course 3. Policy on lecture implementation 4. Policy on assessment of learning outcomes 5. Tasks to be completed	Discussion Question and Answer	Course objectives 2. Course 2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independent	Assessment of activity in question and answer and discussion	
2	Students can explain the meaning of Balinese <i>pranata</i> .	Understanding of Balinese <i>pranata</i> .	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes	Assessment of activity in question and answer and discussion	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali"

				independentl y		(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 independentl y	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	Aspects of Balinese	Discussion	2 x 50	Assessment of	1.Tim Peneliti

	explain aspects of Balinese <i>pranata</i>	<i>pranata</i>	Questions and Answers	minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	activity in question and answer discussion	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>	Types 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 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.
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 independent	Assessment of activity in question and answer and discussion	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan

				y		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 can understand the meaning of	Definition of <i>prarem</i>	Discussion Questions and Answers	2 x 50 minutes of learning,	Assessment of activity in question and	1.Tim Peneliti Fakultas Sastra Universitas

	<i>prarem</i>		Training	2x60 minutes structured, 2x60 minutes independent	answer, discussion, and training	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 Answers Training and	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)

SEMESTER LESSON PLAN (RPS)

BALINESE SYNTAX


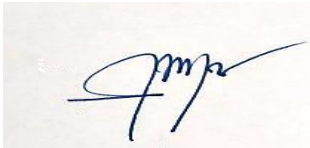


Lecturer:

Dr. I Ketut Paramarta, S.S., M. Hum.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA**

2021

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-309
	BALINESE SYNTAX BLIS120309	Revision : 02
		Date : January 31, 2021 Pages: 10 Pages
Created By:  Dr. I Ketut Paramarta, S.S., M. Hum. NIP 198212082008011005	Checked By:  Ida Ayu Sukma Wirani, S.S.,M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S.,M.Pd. NIP 196802042008011009
Lecturers	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Identity Subject</p> <p> Name of Programme : Balinese Language Education Name Subject : Balinese Syntax Code Subject : BLIS120309 Group Subject : Core Study Courses Credit Hours :2 Degree: :Bachelor Degree Semester: :3 Prerequisites: - Status (compulsory/elective) : Compulsory </p>		

Name and code of lecturer : Dr. I Ketut Paramarta, S.S., M. Hum.

2. Description of the course

This course examines the nature and study of the syntax that analyzes aspects of sentence structure in Balinese. Through learning this course, students: (1) Know the nature, the object of study, and basic concepts of syntax, (2) Know the elements of Balinese sentences, (3) Know Balinese sentence patterns, (4) Know the types of sentences in Balinese.

3. Learning Outcomes of the Study Programme

ATTITUDE

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;

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 Able to apply logical, critical, systematic, and innovative in the context of the development or
thinki implementation of science and technology that pays attention to and applies humanities values following
ng 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 improve 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.
- PLO3 Mastering learning theory, and in-depth Balinese language content, which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge
- PLO5 Able to integrate learning and innovation skills, mastery of technology, and development information career and life skills to become lifelong learners.

5. Description of Lesson Plans

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	1. Provide definitions related to basic syntactic concepts	Syntax position in linguistics	Lecture, discussion, and assignment	2 x 50 minutes of learning, 2 x	Group assignments and participation	Alwi, Hasan dkk.(1993). <i>Tata Bahasa Baku Bahasa Indonesia</i> .

	2. identifying differences in the field of syntactic study from other branches of linguistics 3. able to explain basic syntactic concepts			60 minutes structured, 2 x 60 minutes independent		Jakarta: Departemen Pendidikan dan Kebudayaan. Antara, I Gede, dkk.(2007). <i>Tata Bahasa Bali</i> . Denpasar: Dinas Kebudayaan Provinsi Bali. Kridalaksana, Harimurti. (1986). <i>Kelas Kata dalam Bahasa Indonesia</i> . Jakarta: Gramedia. Tingen, I Nengah. (1993). <i>Tata Basa Bali</i> Werdi. Singaraja: Indrajaya. Verhaar, J.W.M. (2001). <i>Asas-asas Linguistik Umum</i> . Yogyakarta: Universitas Gajah
2	1. identify words, phrases, and clauses in Balinese sentences 2. Explaining words, phrases, and clauses in Balinese sentences	Words, phrases, and clauses	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments and Participation	
3	3. Identifying language units in the form of Balinese sentences	Determining Language Units as a Sentence	Lecture, discussion, and assignment	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Group assignments and Participation	
4	1. describe the	Types of	Lectures,	2 x 50	Group assignments	

	types of Balinese sentences based on their objectives	Sentences Based on Objectives	discussions, assignments and	minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	and Participation	Mada Press.
5	1. describes the types of Balinese sentences based on their objectives	Types of Sentences Based on Objectives	Lectures, discussions and assignments, Problem-Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assignment to Group and Participation	
6	1. able to describe the types of Balinese sentences based on their structure	Types of Sentences Based on Structure	Lectures, discussions and assignments, Problem-Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments and Participation	

7	1. able to describe types -Types of Balinese sentences based on their structure	Types of Sentences Based on Structure	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments, mid-semester assignments, and participation, report assignments	
8	MIDDLE EXAM SEMESTER					
9	1. able to describe the types of Balinese sentences based on their structure (continued)	Types of Sentences Based on Structure (Continued)	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments and Participation	
10	1. able to describe types -types of Balinese sentences based on their structure (continued)	Types Sentences Based on Structure (Continued)	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes	Group assignments and Participation	

				independent		
11	1. able to describe the types of Balinese sentences based on the behavior of the subject	Types of Balinese sentences based on the behavior of the subjects	Lectures, discussion, and assignment	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Group assignments and Participation	
12	1. able to describe the types of Balinese sentences based on the behavior of the subject	Types of Balinese sentences based on the behavior of the subjects	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Group assignments and Participation	
13	1. able to analyze the types of Balinese sentences in various types of discourse	Analysis Results Types of Balinese sentences in various types of discourse (Group 1)	Lectures, discussions, and assignments	2 x 50 minutes of study, 2x60 minutes structured, 2x60	Tasks k group and participation	

				minutes independ dent		
14	1. able to analyze the types of Balinese sentences in various types of discourse	Analysis Results Types of Balinese sentences in various types of discourse (Group 2)	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Group assignment and participation	
15	1. able to analyze types of Balinese sentences in various types of discourse	Analysis Results Types of Balinese sentences in various types of discourse (Group 3)	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes learning, structured 2x60 minutes, 2x60 minutes independent project	Group assignments, final semester assignments, and participation, semester final reports	
16	FINAL SEMESTER EXAM					

6. List of References

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handout, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)

(FICTION WRITING)







Lecturer:

Ida Ayu Sukma Wirani, S.S., M.Pd.

Ida Bagus Putra Manik Aryana, S.S., M.Si

Ida Bagus Made Ludy Paryatna, S.S., M.Pd.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN		No. Doc: FBS-RPS PBB-310
	(FICTION WRITING) FICTIONBLIS120310		Revision: 02
			Date: January 31, 2021
			Pages: 9 Pages
Created By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Examined By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, SSMPd NIP 196802042008011009	
Lecturer	Academic Quality Assurance Study Programme	Coordinator Balinese Language Education Study Programme	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p> Name of Study Programme : Balinese Language Education Course Name : Fiction Writing Course Code : BLIS120310 Course Group : Core Study Courses Credit Hours : 2 Degree : Bachelor Degree Semester : Odd Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Ida Ayu Sukma Wirani , S.S., M.Pd. </p>			

2. Course Description

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, 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 doing literary works. Activities in fiction writing courses include understanding the basic concepts of writing and producing Balinese literary works. The assessment used is by looking at activity, completeness of assignments, problem-based mid-exam, and final exams with projects.

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
thinking** 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 under 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 the Course

ATTITUDE

- 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;

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;

GENERAL SKILLS

- 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 Plan

Meetings	Indicators of Learning Outcomes Course	Materials Study	Forms of Learning	Time	Assignments and Assessments	References
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					t	
1	<ul style="list-style-type: none"> - Describe the meaning of writing - Describe the meaning of literary fiction - Mention examples of fiction literature - Know the difference between fiction and non-fiction 	<ul style="list-style-type: none"> - Understanding of writing - Definition of fiction - The relationship between writing skills and other language skills - Differences between fiction and non-fiction 	<p>Discussion</p> <p>Questions and Answers</p>	<p>2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent</p>	<p>Assessment of activity in discussions and Q&A (Questions and Answers)</p>	Ref. A, E
2	<ul style="list-style-type: none"> - Understanding the values that arise in writing - Knowing the influencing factors in creating literary works 	<ul style="list-style-type: none"> - Structures forming fiction literature - Values in writing - Benefits in writing 	<p>Discussion</p> <p>Questions and Answers</p>	<p>2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent Activity</p>	<p>assessment in discussions and Questions and Answers</p>	Ref. B, C
3	<ul style="list-style-type: none"> - Understanding tips in writing - Knowing how to foster creativity in writing 	<ul style="list-style-type: none"> - Tips for writing fiction stories - Ideas and creativity 	<p>Presentation</p> <p>Discussion</p> <p>Questions and Answers</p>	<p>2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes self-</p>	<p>assessment activeness in discussion and Q&A</p>	Ref. D, E
4	<ul style="list-style-type: none"> - Explaining the structure of fiction. - Describe each element of fiction. - Developing themes. 	<ul style="list-style-type: none"> - Structure of fiction literary works. 	<p>Discussion</p> <p>Questions and Answers</p>	<p>2 x 50 minutes of learning, 2 x 60 minutes of structured, 2</p>	<p>Assessment of activeness in</p>	Ref. D

				x 60 minutes of self-activity	discussions and Q&A	
5	<ul style="list-style-type: none"> - Knowing the nature of the plot in the story - Knowing the function of the plot in the story 	<ul style="list-style-type: none"> - The nature of the plot - Elements of the plot in the novel - The function of the plot 	Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion and Q&A	Ref. D
6	<ul style="list-style-type: none"> - Understanding the setting function in the story - Developing setting 	<ul style="list-style-type: none"> - The nature of setting - Function setting 	Discussion Question and Answer	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion and Q & A	Ref. D
7	<ul style="list-style-type: none"> - Describing the nature of the characters and characterizations in the story - Knowing the things that must be considered in creating the characters 	<ul style="list-style-type: none"> - Understanding the characters - Ways of presenting the characters 	Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion and Q&A	Ref . D
8	Mid-term exam					
9	<ul style="list-style-type: none"> - Describe the author's point of view - Mention various 	<ul style="list-style-type: none"> - Understanding point of view - Various points of 	Presentation	2 x 50 minutes of learning, 2 x	Assessment of activeness	Ref. D

	points of view -	view	Discussion Questions and Answers	60 minutes structured, 2 x 60 minutes independent	in discussions and Q&A	
10	- Understanding the nature of dialogue - Knowing the function of dialogue in the story	- The nature of dialogue - The function of dialogue - How to create a dialogue	Presentation Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion and Q&A	Ref. D
11	- Describing the scene - Knowing the function of the scene - Applying the understanding of write the scene in the story	- The essence of the scene - The function of the scene	Presentation Discussion Question and Answer	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion and Q&A	Ref. D
12	- Understanding the focus of the story - Understanding the differences in each focus in the story	- The nature of focus - Types of focus in fiction	Presentation Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion and Q&A	Ref. D
13	- Reconstructing news in mass media into fiction literary works (prose and poetry)	Mind mapping stage	Performance Discussion	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion and Q&A	Ref. F

14	- Designing a mind map for a fictional story Mind mapping	- Mind mapping stage	Discussion Project	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activeness in discussions and Q&A	Ref. F
15	- Editing literary works	Stages in literary editing works	Discussion, Performance	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion and Q&A	Ref. D
16	<i>End of semester exams</i>					

6. List of References

- A. Ahyar Juni.2019. Apa Itu Sastra Jenis-Jenis Karya Sastra Dan Bagaimanakah Cara Menulis Dan Mengapresiasi Sastra. DEEPUBLISH; Yogyakarta.
- B. Ambo, Fachrudin, Endre. 1988. Dasar-Dasar Keterampilan Menulis.Jakarta; Depdikbud.
- C. Liang Gie, The. 1995. Dunia Karang-Mengarang. Yogyakarta: Liberty
- D. Silvester,Nico dkk. 2004. Panduan Menulis Untuk Pemula. PLATINUM; Jogjakarta.
- E. Thahar Harris Efendi. 2008. Kiat Menulis Cerita Pendek Teori dan Aplikasi. Angkasa; Bandung.
- F. Sari, Lela dkk. 2020. Pembelajaran Menulis Cerita Pendek menggunakan Metode Mind Maping. Parole jurnal pendidikan bahasa dan sastra; IKIP Siliwangi. Volume 3 Nomor 2, Maret 2020

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handout, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)


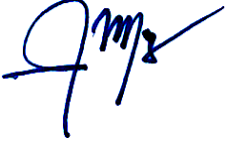


INSTRUCTIONAL STRATEGIES



Lecturer:

IDA BAGUS RAI, S.S., M.Pd.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN:	No.Doc: UN FBS-RPS-311
	INSTRUCTIONAL STRATEGIES BLIS120311	Revision: 02
		Date: January 31, 2020 Page: 10 Page
Created By:  IDA BAGUS RAI, S.S., M.Pd NIP 196802042008011009	Review By:  Ida Ayu Sukma Wirani, S.S.,M.Pd. NIP 198312152008122002	Approved By:  IDA BAGUS RAI, S.S., M.Pd NIP 196802042008011009
Lecturers	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Identity Subject</p> <p> Name of Study Programme : Balinese Language Education Name Subject :Instructional Strategies Code Subject :BLIS120311 Group Subject :Core Study Courses Credit Hours : 2 Degree : Bachelor Degree Semester : 3 Prerequisite : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Ida Bagus Rai, S.S., M.Pd. </p>		

2. Course Description:

After following this course, students can examine and analyze the nature and meaning of instructional strategy, 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. Learning 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 assignment assessment, (3) Mid-semester Examination, (4) End of semester examination.

3. Learning Outcomes of Referenced Study Programmes:

ATTITUDE

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;

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 Able to apply logical, critical, systematic, and innovative in the context of the development or
thinki implementation of science and technology that pays attention to and applies humanities values following
ng 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 the Subject:

PLO1 Demonstrate scientific, educative, and religious attitudes and behaviors, which improve the quality of life in society, nation, and state-based on academic norms and ethics.

PLO3 Mastering learning theory and Balinese language content in-depth, including Balinese language curriculum, learning methodologies, media and technology, and evaluation according to Balinese language content knowledge characteristics.

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

5. Description of Lesson Plan

Meetings	Learning Outcomes Indicators Course	Materials Study Materials	Learning Forms	Time	Task and Assessment	Reference
1	Students can study and understand: 1. Understanding instructional strategies. 2. The scope of instructional strategy activities. 3. The purpose of using instructional strategies in learning.	1. Definition of instructional strategies. 2. The scope of instructional strategy activities. 3. The purpose of using instructional strategies in learning.	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.
2	Students can study and understand: 6. Learning Conditions Learning 7. Methods Learning 8. Outcomes Learning	1. Conditions Learning 2. Methods Learning 3. Outcomes	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.
3	Students can study	1. Characteristics of teaching materials	Lectures, discussions, questions and	2 x 50 minutes of	individual assignments and	1,2,3,4.

	and understand: 1. Characteristics of teaching materials 2. Basic considerations for choosing instructional strategies	2. Basic considerations for choosing instructional strategies	answers, and exercises.	learning, 2 x 60 minutes structured, 2 x 60 minutes independently	group assignments / mid-exam and final exam	
4	Students can study and understand: 1. Learner-oriented instructional strategies	Learner-oriented instructional strategies	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.
5	Students can study and understand: 1. Expository Instructional strategy or <i>Strategi Pembelajaran Ekspositori</i> (SPE) and its solution	Expository Instructional strategy or <i>Strategi Pembelajaran Ekspositori</i> (SPE) and its solution	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.
6	Students can study and understand: 1. Implementation of Inquiry Instructional strategies Solving	Implementation of Inquiry Instructional strategies Solutions for	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.

	efforts			y		
7	Students can study and understand: 1. Instructional strategies Based on the Problems and Solutions	Instructional strategies Based on the Problems and Solutions	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independently	individual assignments and group assignments/ mid-exam and final exam	1,2,3,4.
8	MIDDLE SEMESTER EXAM					
9	Students can study and understand: 1. Instructional strategies for Thinking Ability Improvement or <i>Strategi Pembelajaran Peningkatan Kemampuan Berpikir</i> (SPPKB) and solutions	Instructional strategies for Thinking Ability Improvement or <i>Strategi Pembelajaran Peningkatan Kemampuan Berpikir</i> (SPPKB) and solutions	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.
10	Students can study and understand: 1. Cases of Cooperative Instructional	Cases of Cooperative Instructional strategies and their Solutions	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.

	strategies and their Solutions			independentl y		
11	Students can study and understand: 1. Cases of Contextual Instructional strategies (CTL or Contextual Teaching and Learning) and solutions	Cases of Contextual Instructional strategies (CTL or Contextual Teaching and Learning) and solutions	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.
12	Students can study and understand: 1. Utilization of Learning Resources in Instructional Strategies	Utilization of Learning Resources in Instructional Strategies	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.
13	Students can study and understand: 1. Inductive and Deductive Instructional Strategies and their implementation	Inductive and Deductive Instructional Strategies and their implementation	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.

14	Students can study and understand: The 1. Utilization of Media as a learning resource	Utilization of media as a learning resource	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.
15	Students can study and understand: 1. Compose innovative learning media		Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments and group assignments / mid-exam and final exam	1,2,3,4.
16	<i>FINAL SEMESTER EXAM</i>					

2. List of references

- a. Dimiyati dan Mudjiono. Belajar dan Pembelajaran. Rosda
- b. Suyono dan Haryanto. Rosda. Belajar dan pembelajaran (Teori dan Konsep Dasar).
- c. Suparno, Paul. Teori Intlegensi ganda dan aplikasinya di sekolah.
- d. Djamarah, Syaiful Bahri, dan Aswan Zain. Strategi Belajar Mengajar. Bineka Cipta.

3. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handout, etc.

4. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)

BALINESE LANGUAGE DISCOURSE



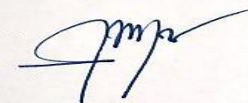


Lecturer:

Dr. I Ketut Paramarta, S.S., M. Hum.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-407
		Revision: 02

	BALINESE LANGUAGE DISCOURSE BLIS120407	Date: January 31, 2021 Pages: 9 Pages
Created By:  Dr. I Ketut Paramarta, S.S., M. Hum. NIP 198212082008011005	Checked By:  Ida Ayu Sukma Wirani, S.S.,M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, S.S.,M.Pd. NIP 196802042008011009
Lecturers	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Identity Subject</p> <p>Name of Study Programme : Balinese Language Education Name Subject : Balinese Language Discourse Code Subject : BLIS120407 Group Subject : Core Study Courses Credit Hours : 2 Degree: : Bachelor Degree Semester: : 2 Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Dr. I Ketut Paramarta, S.S., M. Hum.</p>		

2. Course Description

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) Know the elements of linguistics that builds a discourse, and the types of relationships between language elements, (3) and Having the knowledge and skills to analyze and understand the types of discourse in Balinese.

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 Able to apply logical, critical, systematic, and innovative in the context of the development or
hinkin implementation of science and technology that pays attention to and applies humanities values under
g 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 improve 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.	
PLO3 Mastering learning theory, and in-depth Balinese language content, which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge	
PLO5 Able to integrate learning and innovation skills, mastery of technology, and development information career and life skills to become lifelong learners.	

5. Description of Lesson Plan

Meetings	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time of	Assignments and Assessment	References
1	1. Can explain the nature of language, language, language	The essence of language, language functions, meaning in international languages, Balinese	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2	Group work and participation	Brown, Gillian. 1996. Analisis Wacana

	functions, and meaning in language	script writing system		x 60 minutes independentl y		Discourse Analysis. Jakarta: PT Gramedia Pustaka Utama Moeliono, Anton M. Tata Bahasa Baku dalam Bahasa Indonesia. Jakarta : Perum Balai Pustaka Departemen Pendidikan dan Kebudayaan. Oktavianus. 2006. Analisis Wacana Lintas Bahasa. Padang: Andalas Universitas
2	1. Can explain the definition of discourse	Definition of discourse, text, spoken text, and written text	Lecture, discussion, and assignment	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Group assignments and Participation	
3	1. Can explain the meaning of a text as a realization of discourse	Understanding discourse, text, spoken text, and written text	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent phrase	Group assignments and Participation	
4	1. Able to understand and decipher the message implied in a discourse	Placement of messages in discourse	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independentl y	Group assignments and Participation	
5	1. Able to understand and describe types of discourse	Types of discourse	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes of learning, structured 2x60 minutes,	Group work and participation	

				2x60 minutes independentl y		Press. Eryanto. 2001. Analisis Wacana Pengantar Analisis Teks Media. Yogyakarta: LKIS
6	1. Able to explain the internal structure of discourse	The internal of structure discourse	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independentl y	Group assignments and Participation	
7	1. Able to explain pragmatic concepts	Discourse analysis pragmatic perspective	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independentl y	Group assignments, midterm assignments, and participation, assignment reports	
8	MIDDLE EXAMS					
9	1. After attending lectures, students can	Speech act	Lectures, discussions, and assignments	2 x 50 minutes of learning,	Group assignments and	

	explain and apply speech act theory			2x60 minutes structured, 2x60 minutes independent	Participation	
10	1. After attending the lecture, students can explain the concepts of implicature, presupposition, deixis, language politeness in analyzing discourse.	Implicature, presupposition, deixis, language politeness.	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Group assignments and Participation	
11	1. Able to explain the role of context and context in a discourse	Context	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2x60 independent minutes	Group assignments and participation	
12	1. Can find the topic of a discourse	Topic and realization of discourse content	Lectures, discussions, and assignments	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independentl y	Group assignments and participation	
13	2. Can understand	Topics and content	Lectures, discussions,	2 x 50	Group	

	the realization of discourse content	realization discourse	and assignments	minutes of learning, 2x60 minutes structured, 2x60 minutes independent	assignments and Participation	
14	1. Can describe the information structure of discourse and text 2. Can describe the nature of discourse and text	Information structure and nature of discourse and text references	Lectures, discussions and assignments, Project-Based Learning	2 x 50 learning minutes an, structured 2x60 minutes, independent 2x60 minutes	Group assignments and participation	
15	1. Can explain the elements of discourse constructors 2. Can determine the type of discourse	Analyze Balinese discourse	Lectures, discussions and assignments, Project-Based Learning	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes Independent	Group assignments, final semester assignments, and participation, semester final project reports	
16	FINAL EXAMS					

6. List of References

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handout, etc.

8. Appendix 2: Test questions, performance tests, rubrics, sheets observation, etc.

SEMESTER LESSON PLAN (RPS)

LONTAR SCRIPT TRANSLATION



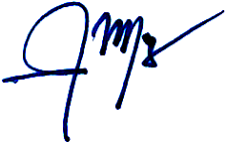


Lecturer:

IDA BAGUS RAI, S.S., M.Pd.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No. Doc: FBS PBB-RPS-307
		Revision : 02
	LONTAR SCRIPT TRANSLATION	Date : January 31, 2020

	BLIS120307	Pages: 10 Pages
Created By: By:  IDA BAGUS RAI, S.S., M.Pd NIP 196802042008011009	Checked By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By:  IDA BAGUS RAI, S.S., M.Pd NIP 196802042008011009
Lecturers	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Identity Subject</p> <p> Name of Study Programme : Balinese Language Education Name Subject : Lontar Script Translation Code Subject : BLIS120307 Group Subject : Core Study Courses Credit Hours : 2 Degree : Bachelor Degree Semester : 3 (Odd) Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Ida Bagus Rai, S.S., M.Pd. </p> <p>2. Course Description:</p> <p>After attending this course, students will be able to know the nature of translation, correctly and adequately translate the <i>Lontar</i> text, and translate the <i>lontar</i> manuscripts. The method used in this lecture uses the problem-based learning</p>		

and project method. 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 Examination, (4) End of examination semester.

3. Learning Outcomes of Referenced Study Programmes:

ATTITUDE

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;

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 Able to apply logical, critical, systematic, and innovative in the context of the development or
hinkin implementation of science and technology that pays attention to and applies humanities values under
g 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 the Subject:

PLO1 Demonstrate scientific, educative, and religious attitudes and behaviors, which improve 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.

PLO3 Mastering learning theory, and in-depth Balinese language content, which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge

PLO5 Able to integrate learning and innovation skills, mastery of technology, and development information career and life skills to become lifelong learners.

5. Description of Lesson Plans

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Task and Assessment	Reference
1	Students can study and understand: The nature of translation	The nature of translation	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
2	Students can study and understand: various translations	various translations (Intra-Language,	Lectures, discussions, questions and answers, and	2 x 50 minutes of learning, 2 x	individual assignments,	1,2,3.

	(Intra-Language, Inter-language, and Intersemiotic)	Inter-language, and Intersemiotic)	exercises.	60 minutes structured, 2 x 60 minutes independently	group assignments, and project assignments / mid-exam and final exam	
3	Students can study and understand: Perfect, Adequate, Composite, and Science	variety of Perfect, Adequate, Composite, and Science translations	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
4	Students can study and understand: a variety of literal, dynamic, idiomatic, and communicative translations.	Variety of literal, dynamic, idiomatic, and communicative translations.	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
5	Students can study and understand: the principles of translation,	the principles of translating	lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.

6	Students can study and understand: Structural	Translation Strategies Structural Translation Strategies	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
7	Students can study and understand: Semantics	Translation Strategies	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently x 50	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
8	MIDDLE SEMESTER EXAM					
9	Students can study and understand: Project assignment to translate <i>lontar</i> manuscripts. 1. Can apply factual translation theory.	Project assignments translate the manuscripts	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
10	Students can study and understand: Project assignment of translating <i>lontar</i>	Project assignments translate the <i>lontar</i> manuscripts	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes	individual assignments, group assignments, and project assignments /	1,2,3.

	manuscripts. 2. Can apply factual translation theory.			independentl y	mid-exam and final exam	
11	Students can study and understand: Project assignment of translating <i>lontar</i> manuscripts. 5. Can apply factual translation theory.	Project task translating <i>lontar</i> manuscripts	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
12	Students can study and understand: Project assignment of translating <i>lontar</i> manuscripts. 1. Can apply factual translation theory.	Project assignments translate the <i>lontar</i> manuscripts	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
13	Students can study and understand: Project assignment of translating <i>lontar</i> manuscripts. 1. Can apply	Project assignments translate the <i>lontar</i> manuscripts	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.

	translation theory factually.					
14	Students can study and understand: Project assignment of translating <i>lontar</i> manuscripts. 1. Can apply factual translation theory.	Project assignments translate the <i>lontar</i> manuscripts	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
15	Students can study and understand: Project assignment translating <i>lontar</i> manuscripts. 1. Can apply translation theory factually.	Project assignments translate the <i>lontar</i> manuscripts	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3.
16	<i>FINAL SEMESTER EXAM</i>					

6. List of References

- a. Sadtono. E. 1985. Pedoman Penerjemahan. Jakarta. Departemen Pendidikan Dan Kebudayaan.
- b. Suryawinata, Zulchridin. 2007. Translation (Bahasa Teori & Penuntun Praktis Menterjemahkan).Yogyakarta. Kanisius.
- c. Tinggen. I Nengah. 1984. Tata Bahasa Bali Ringkes Jilid I. Singaraja.

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handout, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN (RPS)



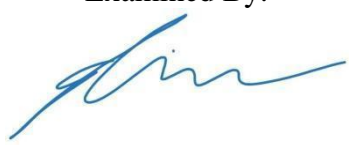

PALM LEAVES WRITING



Lecturer:

IDA BAGUS RAI, S.S., M.Pd.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc: UN FBS-RPS-308
	PALM LEAVES WRITING	Revision: 02
	BLIS120308	Date: January 31, 2020 Page: 9 Home
Made By:  IDA BAGUS RAI, S.S.,M.Pd NIP 196802042008011009	Examined By:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved By  IDA BAGUS RAI, S.S., M.Pd NIP 196802042008011009
Lecturer	Academic Quality Assurance Study Programme of the study programme	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Identity Course</p> <p> Name of Study Programme : Balinese Language Education Course name : Palm Leaves Writing Course Code : BLIS120308 Course Group : Core Study Courses Credit Hours : 2 Degree : Bachelor Degree Semester : 3 (Odd) Prerequisites : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Ida Bagus Rai, S.S., M.Pd. </p>		

2. Course Description:

Students can know the nature of *Nyurat lontar* and can write *Lontar* correctly and adequately according to the writing rules. First of all, students are given the theory of writing on *lontar* leaves is from how to hold *lontar*, *penggrupak*, and given knowledge about the tools used to write *lontar*. 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 assessment of assignments, (3) Mid-semester Examination, (4) End of semester examination.

3. Learning Outcomes of the Study Programme Referred to:

ATTITUDE

PLO Shows attitude and scientific, educative, and religious behavior that contributes 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

4. Learning Outcomes of the Subject:

- PLO1 Demonstrate scientific, educative, and religious attitudes and behaviors, which improve 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.
- PLO3 Mastering learning theory, and Balinese language science content in depth which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge
- PLO5 Able to integrate learning and innovation skills, mastery of technology, and development information career and life skills to become lifelong learners.

5. Description of Lesson Plan

Meetings	Indicators of Learning Outcomes Course	Materials Study	Forms of Learning	Time	Assignments and Assessment	Referrals
1	Students can study and understand the Procedure for <i>Nyurat</i>	Procedure for <i>Nyurat Lontar</i>	Lectures, Discussions, Questions and	2 x 50 minutes of learning, 2 x	individual assignments,	1,2,3,4.

	<i>Lontar</i> 1. Procedure for writing Balinese script on <i>lontar</i> leaves		Answers, and exercises.	60 minutes structured, 2 x 60 minutes independently	group assignments, and project assignments / mid-exam and final exam	
2	Students are able to study and understand the <i>Aksara suara dan wianjana</i> 1. Can write <i>Aksara suara dan wianjana</i> on <i>lontar</i> leaves	<i>Aksara suara dan wianjana</i>	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3,4.
3	Students are able to study and understand <i>Aksara arda suara</i> 1. Can <i>Aksara arda suara</i> on <i>lontar</i> leaves.	<i>Aksara arda suara</i>	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3,4.
4	Students are able to assess and understand the Pengangge aksara 1. to write Pengangge aksara on <i>lontar</i>	Pengangge aksara	Lecture, discussion, question and answer, and exercise.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and	1,2,3,4.

	leaves				final exam	
5	Students can study and understand Pengangge tengenan 1. Can write Pengangge tengenan on <i>lontar</i> leaves	Pengangge tengenan	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3,4.
6	Students can study and understand the Pengangge suara 1. Can write the Pengangge suara on <i>lontar</i> leaves.	Pengangge suara	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3,4.
7	Students are able to study and understand Gantungan dan gempelan aksara 1. Gantungan dan gempelan aksara on <i>lontar</i> leaves.	Gantungan dan gempelan aksara	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independentl y x 50	individual assignments, group assignments, and project assignments/ mid-exam and final exam	1,2,3,4.
8	MIDDLE SEMESTER EXAM					
9	Students can study and understand <i>Ceciren papaosan</i>	<i>Ceciren papaosan</i>	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes	individual assignments, group assignments, and	1,2,3,4.

	1. Can write <i>ceciren papaosan</i> on lontar leaves			structured, 2 x 60 minutes independently	project assignments / mid-exam and final exam	
10	Students can assess and understand the Project task 1. Can write <i>lontar</i> script	Project Task	Lecture, discussion, question and answer, and exercise.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3,4.
11	Students can assess and understand the Project task 1. Can write <i>lontar</i> script	Project Task	Lecture, discussion, question and answer, and exercise.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3,4.
12	Students can assess and understand the Project task 1. Can write <i>lontar</i> script	Project Task	Lecture, discussion, question and answer, and exercise.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3,4.
13	Students can assess and understand the Project task 1. Can write <i>lontar</i> script	Project Task	Lecture, discussion, question and answer, and exercise.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	individual assignments, group assignments, and project assignments / mid-exam and	1,2,3,4.

				y	final exam	
14	Students can assess and understand the Project task 1. Can write <i>lontar</i> script	Project Task	Lecture, discussion, question and answer, and exercise.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3,4.
15	Students can assess and understand the Project task 1. Can write <i>lontar</i> script	Project Task	Lecture, discussion, question and answer, and exercise.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	individual assignments, group assignments, and project assignments / mid-exam and final exam	1,2,3,4.
16	<i>FINAL SEMESTER EXAM</i>					

6. List of References

- a. Rai, Ida Bagus. 2017. *Melajah Nyurat Lontar*. Singaraja.
- b. Simpen, AB. 1979. *Pasang Aksara Bali*. Dinas Pengajaran Propinsi Dati I Bali. Denpasar.
- c. Tim Penyusun. 1996. *Bahasa Aksara dan Sastra Bali Pedoman Penulisan Papan Nama dengan Aksara Bali*. Denpasar: Disbud Bali.
- d. Tim Penyusun. 2007. "Pedoman Pasang Aksara Bali". Dinas Kebudayaan Pemerintah Provinsi Bali : Denpasar.

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

4th SEMESTER

SEMESTER LESSON PLAN

MODERN BALINESE LITERATURE



Lecturer:




Ida Ayu Sukma Wirani, SS, M.Pd

Ida Ayu Putu Purnami, SS, M.Pd

Ida Bagus Rai, SS, M.Pd

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	SEMESTER LESSON PLAN	No. Doc : FBS-RPS PBB-404
		Revised : 02
	MODERN BALINSES LITERATURE	Date : January 31, 2021

	BLIS120404	Pages: 9 Pages
Created By:  Ida Ayu Sukma Wirani,SS,M. Pd NIP 198312152008122002	Review By:  Ida Ayu Sukma Wirani,SS,M.Pd NIP 198312152008122002	Annroved By:  Ida Bagus Rai, SSMPd NIP 196802042008011009
Lecturer	Academic Quality Assurance Study Programme	Programmes Coordinator of Balinese Language Education Balinese
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programmes : Balinese Language Education</p> <p>Subject : Modern Balinese Literature</p> <p>Course Code : BLIS120404</p> <p>Group Subject : Core Study Course</p> <p>Credit Hours of credits : 2</p> <p>Level : S1</p> <p>Semester : 4</p> <p>Prerequisite: -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code lecturer : Ida Ayu Sukma Wirani, SS, M .Pd</p> <p>2. Course Description</p> <p>The Anyar (modern) Balinese literature course provides knowledge to students on the development of new Balinese literature. After studying the New Bali Literature course, students understand well about the concepts and theories of New Balinese literature and are able to analyze the structure of Balinese Anyar literature well. Literature Bali Anyar discusses the development of modern Balinese literature from the beginning of its emergence as well as 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 used is an assessment by looking at activity, completeness of assignments, UTS and</p>		

final exams based on problems.

3. Learning Outcomes of the Study Programmes

ATTITUDE

- 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;

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** 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 in accordance with 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 Course

ATTITUDE

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;

KNOWLEDGE

PLO2 Mastering educational theory, Balinese language science, and Balinese language education in general;

GENERAL SKILLS

PLO3 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 Plan

Meeting	Indicators of Learning Outcomes Course	Study Materials	Learning Forms	Time	Assignments and Assessment	References
1	<ul style="list-style-type: none">- Understanding the definition of Balinese literature- Knowing the division of Balinese	<ul style="list-style-type: none">- literature Understanding Balinese literature.- The Division of Balinese Literature.	<ul style="list-style-type: none">- Interactive discussion and Q&A.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in Q&A and discussion	<ul style="list-style-type: none">- Ref. A and G- Ref. B
2	<ul style="list-style-type: none">- Understand the milestones of modern Balinese literature, and examples of literary works.- Summing up the period of the emergence of modern Balinese literature	<ul style="list-style-type: none">- Literature as Creative Art- Modern Balinese Literature Genre- Early development of New	<ul style="list-style-type: none">- Interactive- 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	

		Balinese Literature - Examples of literature		t		
3	<ul style="list-style-type: none"> - Understanding the meaning in 21st century literature - Understanding the role in the development of Modern Modern 	<ul style="list-style-type: none"> - Modern Balinese Literature entering the 21st century - The role of mass media in the growth of Modern Balinese literature 	<ul style="list-style-type: none"> - Presentation - Interactive - Group discussion 	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in Q&A and discussion	
4.	<ul style="list-style-type: none"> - Able to analyze social themes in modern Balinese literature 	The social context of Modern Balinese literary themes.	<ul style="list-style-type: none"> - Presentation - Interactive - Group discussion 	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independent Activity	assessment, Report on the results of the analysis	<ul style="list-style-type: none"> - Ref. B and E
5	<ul style="list-style-type: none"> - Able to understand the form of poetry and the birth of modern Balinese poetry. 	<ul style="list-style-type: none"> - Understanding of poetry The birth of modern Balinese poetry. - The quantity of the content of 	<ul style="list-style-type: none"> - Presentation, - Interactive, - question and answer, - group discussion, 	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently	Active observation, presentation of discussion results	

		modern Balinese poetry.				
6	- Able to describe and understand the birth of short stories and the quantity of Balinese	<ul style="list-style-type: none"> - Understanding short stories - The birth of modern Balinese short stories. - The quantity of the existence of modern Balinese short stories. - Development of modern Balinese short stories. 	<ul style="list-style-type: none"> - Presentation - Interactive - Group discussion 	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	- Ref. B and D
7	- Understanding literary works Novels	<ul style="list-style-type: none"> - Understanding Novels - History of the birth of modern Balinese novels. - Types of novels - Examples of literary works of Balinese novels 	<ul style="list-style-type: none"> - Presentations - Interactive - Group discussion 	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent Activity	assessment, Individual assignments.	- Refs B and D
8	MIDDLE SEMESTER EXAM (Problem Based Learning)					

9	<ul style="list-style-type: none"> - Able to understand modern Balinese dramas - Identify the differences between traditional and modern dramas. 	<ul style="list-style-type: none"> - Definition of Drama - Early development of modern Balinese drama - Types of drama - Components of drama performances - An overview of modern Balinese drama forms. 	<ul style="list-style-type: none"> - Presentations - Interactive Group discussion 	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of attitudes, assignments	- Ref. C
10	Understanding the elements that make up a literary work	<ul style="list-style-type: none"> - Understanding the structure of a literary work - Sharing the structure of a literary work 	<ul style="list-style-type: none"> - presentation - Interactive - Group discussion 	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of attitudes, assignments,	- Ref. D
11	Understanding the intrinsic elements of prose literature The	<ul style="list-style-type: none"> - Nature of Themes - Classification of Themes - The nature of Plots and plotting - Plot distribution 	<ul style="list-style-type: none"> - presentation - Interactive - Group discussion 	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of attitudes, assignments,	- Ref. D, and F

		Plotting - rules - Types of Plots		t		
12	- Understanding the intrinsic elements of prose literary works	- The nature of characters and characterizations - Differences in characters - Definition of Setting - Types of setting	- Presentation - Discussion	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of attitudes, assignments,	- Ref. D and F
13	- Understanding the intrinsic elements of prose literature	- Understanding points of view - Various points of view - Understanding language style - Types of language style	- Presentation - Discussion	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of attitudes, assignments,	- Ref. F
14	Understanding the extrinsic elements of prose literary works	- Understanding Values in literary works - Moral elements in literary works - Religious	- Presentation - Discussion -	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of attitudes, individual assignments	- Ref.D and F

		messages - Social criticism - Forms of delivery		t		
15	Analyzing literary works	Analysis of literary works of prose or poetry from an intrinsic and extrinsic perspective	- Discussion - Project	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Project assessment. Analysis result report.	- Ref. D, E, and F
16	SEMESTER FINAL EXAM (Problem Based Learning)					

6. List of references

- A. Intermediate, I Gst.Pt.2009.Singaraja. History of Modern Balinese Literature.
- B. Darma Putra, I Nym.2000. New milestones of Modern Balinese Literature. Yogyakarta; Ambassador of Discourse University Press.
- C. [Karmini, Ni Nyoman. 2011. Theory of the Study of Prose Fiction and Drama. Denpasar: Larasan Library.](#)
- D. [Nurgiantoro, Burhan. 1998. Theory of Fiction Studies. Gajah Mada University Press; Yogyakarta.](#)
- E. [Pradopo, Racmat Djoko. 2010. Study of Poetry. Gajah Mada University Press; Yogyakarta.](#)
- F. [Minderop, Albertine. 2005. Method of Characteristics of Fiction Study. Indonesian Torch Foundation; Jakarta.](#)
- G. <https://ngiringmabasabali.wordpress.com/kesusastraan-bali/>

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN

NON-FICTION WRITING






Lecturer:

**Ida Ayu Sukma Wirani, SS, M.Pd
Dr. I Ketut Paramarta, SS, M. Hum.
Ida Bagus Putra Manik Aryana, SS, M.Pd**

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	SEMESTER LESSON PLAN	Doc No. : FBS-RPS PBB-405
		Revision : 02
	NON-FICTION WRITING	Date : January 2021

	BLIS120405	Pages: 11 pages
<p>Created By:</p>  <p>Ida Ayu Sukma Wirani,SS,M.Pd NIP 198312152008122002</p>	<p>Review By:</p>  <p>Ida Ayu Sukma Wirani,SS,M.Pd NIP 198312152008122002</p>	<p>Approved By:</p>  <p>Ida Bagus Rai, SSMPd NIP 196802042008011009</p>
Lecturer	Academic Quality Assurance Study Programmes	Coordinator of Balinese Language Education Study Programmes
<p>SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Balinese Language Education</p> <p>Course : Non-Fiction Writing</p> <p>Course Code : BLIS120405</p> <p>Clusters of Courses : Core Study Course</p> <p>Credit Hours : 2</p> <p>Degree : S1</p>		

Semester : 4

Prerequisite : -

Status (compulsory/elective) : Compulsory

Name and code of lecturer : Ida Ayu Sukma Wirani

2. Course Description

The non-fiction writing course provides scientific writing knowledge as a beginner in writing produce written work. After taking the non-fiction writing course, students are able to understand the concept of non-fiction writing, 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 used is an assessment by looking at activity, completeness of tasks, UTS with problem based and final exams with projects.

3. Learning Outcomes of Study Programmes

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 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 in accordance with 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 Course

ATTITUDE

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;

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;

GENERAL SKILLS

PLO4 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 Plan

Meeting	Indicators of Learning Outcomes Course	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	<ul style="list-style-type: none">- Understanding the notion of writing- describes the meaning of non-fiction- Connecting writing skills with other language skills- Understanding the stages in writing	<ul style="list-style-type: none">- Understanding writing- Definition of non-fiction- Relationship of writing skills with other language skills other- Stages of writing	<p>Discussion</p> <p>Questions and Answers</p>	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in discussion	Ref. A, C
2	<ul style="list-style-type: none">- Understanding Inductive and Deductive Reasoning in a paragraph	<ul style="list-style-type: none">- Understanding Reasoning- Types of Reasoning	<p>Discussion</p> <p>Questions and Answers</p>	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion	Ref. B
3	<ul style="list-style-type: none">- Understanding the Development of paragraph	<ul style="list-style-type: none">- Definition of paragraph- paragraph Good Terms- Paragraphs Development	<p>Presentation</p> <p>Discussion</p> <p>FAQ</p>	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes of	self-assessment activity in discussion	Ref.B

		- Types of paragraph				
4	- Understanding compositional	<ul style="list-style-type: none"> - Definition Writing - Essay Preparation - Disclosure idea - Use of word - Authorship Title 	Presentation Discussion Questions & Answers	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes of	self-assessment activity in discussion	Ref.B
5	- Understanding what kind of essay	<ul style="list-style-type: none"> - Definition essay descriptive, narrative, persuasive - characteristics descriptive essay and narrative - Types of descriptive and narrative essays - Steps for preparing descriptive and narrative 	Presentation Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activeness in discussions	Ref.B
6	- Understanding types of essays	<ul style="list-style-type: none"> - Understanding essays Exposition and Arguments - Characteristics of exposition essays and Argument - The purpose of the essay Exposition and Argument - Steps to write an essay Exposition and Argument 	Presentation Discussion Questions and Answers	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion	Ref.B

7	<ul style="list-style-type: none"> - Understanding the types of essays - Making essays 	<ul style="list-style-type: none"> - Understanding persuasive essays - Characteristics of persuasive essays - Types of persuasive essays - Steps to compose persuasive - Exercises in making essays 	Presentation Discussion Questions and Answers Tasks make an essays	write 2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion	Ref.B
8	<i>Mid-semester exam</i>					
9	<ul style="list-style-type: none"> - Describing papers - Making paper 	<ul style="list-style-type: none"> - Definition of a paper - Characteristics of a paper - Types of paper - How to writing a paper - Systematics for writing a paper - Quotation technique - Quotation format 	Presentation Discussion Questions and Answers Assignment topaper	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion	Ref.B
10	<ul style="list-style-type: none"> - Understanding the writing of summaries 	<ul style="list-style-type: none"> - Understanding of writing summaries - Benefits and objectives of 	PBL Discussion Questions and	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x	Assessment of activity in discussion	Ref.B

	- Making summaries and summaries of books	writing summaries - Steps to write summaries	Answers Tasks summarizing the book	60 minutes independent		
11	- Understanding writing articles for journals	- Definition of articles - Types of articles - Steps to write articles - Types of articles for scientific journals	Presentation Discussion Questions and Answers Tasks	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in discussion	Ref.B, E
12	- Understanding popular scientific articles	- Definition of popular scientific articles - Characteristics of scientific works - Types of popular scientific articles - Stages of writing popular scientific papers - Benefits of writing popular scientific papers - Types of writing	Presentation Discussion Questions and Answers Tasks	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes self-	assessment n activeness in discussion	Ref.B, E
13	- Understanding abstract writing - Understanding review writing	- Definition abstract - Types of abstracts - Use of abstracts - Compiling abstracts of scientific research results	Presentation Discussion Questions and Answers Tasks to make a review	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activeness in discussions	Ref.B

	<ul style="list-style-type: none"> - Making Abstracts and reviews 	<ul style="list-style-type: none"> - Definition reviews - The purpose of writing reviews - Types of reviews - Review objectives - Review elements - Basic principles of reviews - Steps to make a review 				
14	<ul style="list-style-type: none"> - Understand writing research 	<ul style="list-style-type: none"> - Definition of reports research results - Nature of research report - Purpose of research report - Types of types of research report - Systematics of writing research reports 	Presentation Discussion Questions and Answers Tasks conducting small research	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activeness in discussions, Individual reports	Ref.B
15	<ul style="list-style-type: none"> - Understanding letter writing, - Understanding writing biographies and autobiography - Applying knowledge by writing a letter 	<ul style="list-style-type: none"> - Definition a letter - Parts of a letter - Form of a letter - Steps for compiling and completing a letter - Function of a letter - Types of a letter - Requirements for a good letter - Language of an 	Presentation Discussion Questions and Answers Tasks	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independent	Assessment of activeness in discussions	Ref.B, D

		official letter - Definition a biography and autobiography - Characteristics of a biography and - steps for writing a biography and autobiography				
16	<i>End of semester exam</i>					

6. List of references

- A. Ambo, Fachrudin, Endre. 1988. Fundamentals of Writing Skills. Jakarta; Ministry of Education and Culture.**
- B. Dalman, H. 2016. Writing Skills. PT Rajagrafindo Persada; Jakarta.**
- C. Liang Gie, The. 1995. The World of Corals. Yogyakarta: Liberty**
- D. Amri M. Misbahul. INDONESIAN AUTO/BIOGRAPHY: HISTORY AND BRIEF. <http://sastra.um.ac.id/wp-content/uploads/2009/10/AutoBiografi-Indonesia-Sejarah-dan-Telaah-Singkat-M.-Misbahul-Amri.pdf>**
- E. Tritjahjo Danny. Scientific Writing Guidance for Students
https://repository.uksw.edu/bitstream/123456789/19732/4/BOOK_Danny%20Tritjhajo_Penulisan%20Karya%20Ilmiah%20Tuntunan%20bagi%20Mahasiswa_Bab%204.pdf**

7. Appendix 1: Teaching Resources: Books, Modules , Power point handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN


THEATER



Lecturer:

I Wayan Gede Wisnu, SS, M.Sc.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	SEMESTER LESSON PLAN		No. Doc : FBS PBB-RPS-409
			Revision : 02
	THEATER BLIS120409		Date : January 31, 2021
			Pages: 11 Pages
Created By:  I Wayan Gede, Wisnu, SS M.Si. NIP. 197712022008121001	Review By:  Ida Ayu Sukma Wirani, SS, M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, SS, M.Pd. NIP. 196802042008011009	
Lecturer	Academic Quality Assurance Study Programmes	Coordinator of Balinese Language Education Study Programmes	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Balinese Language Education</p> <p>Course : Theater</p> <p>Course Code : BLIS120409</p> <p>Clusters of Courses : Core Study Course</p> <p>Credit Hours : 2</p> <p>Degree : S1</p> <p>Semester : 4</p> <p>Prerequisite : -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code of lecturer : I Wayan Gede Wisnu, SS, M.Sc.</p>			

2. Course Description

Theater 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 the form of individual tests (UTS, UAS/Drama Performance), completeness of tasks, attendance, and attitude assessment.

3. Learning Outcomes of Study Programmes

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** 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 in accordance with 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 Course

- 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;
- PLO3** 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 Plan

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	Students are able to understand: <ul style="list-style-type: none"> • Lecture contracts • Drama material in 	<ul style="list-style-type: none"> • Lecture contracts • The nature of Drama 	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured,	assessment in the question and answer and discussion of	Medera, I Nengah et al. 2006. Tarigan. 2000. Basic principles of literature.

	general			2x60 minutes independent Activity		Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung: Publisher Angkasa
2	Students are able to understand the <ul style="list-style-type: none"> ● concept of drama ● conception of theater 	<ul style="list-style-type: none"> ● Conception of Drama ● Conception of Theater 	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independent	Assessment of activity in question and answer and discussion	Medera, I Nengah et al. 2006. Tarigan. 2000. Basic principles of literature. Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung: Publisher Angkasa
3	Students are able to understand the <ul style="list-style-type: none"> ● history of drama ● classification of drama 	<ul style="list-style-type: none"> ● History and classification of dramas 	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in question and answer and discussion	Medera, I Nengah et al. 2006. Tarigan. 2000. Basic principles of literature. Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung:

						Publisher Angkasa
4	Students are able to understand drama appreciation	Drama appreciation	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	Medera, I Nengah et al. 2006. Tarigan. 2000. Basic principles of literature. Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung: Publisher Angkasa
5	Students are able to understand the <ul style="list-style-type: none"> • structure of drama • dimensions drama 	<ul style="list-style-type: none"> • Structure drama • Dimensions 	Discussion Questions and Answers	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independent	Assessment of activity in question and answer and discussion	Medera, I Nengah et al. 2006. Tarigan. 2000. Basic principles of literature. Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung: Publisher Angkasa
6	Students are able to understand the performance of drama	<ul style="list-style-type: none"> • Definition of the performance • the elements in 	Discussion Questions and Answers	2 x 50 minutes of learning, structured 2x60	Assessment of activity in question and answer and discussion	Medera , I Nengah et al. 2006. Tarigan. 2000. Basic principles of literature.

	appreciation in <ul style="list-style-type: none"> • terms of the performance • elements in the performance 	the performance		minutes, 2x60 minutes independent		Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung: Publisher Angkasa
7	Students are able to understand the appreciation of drama learning in <ul style="list-style-type: none"> • terms of drama learning • elements in learning drama 	<ul style="list-style-type: none"> • Definition of learning drama • elements in drama learning 	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in questioning answer and discussion	Medera, I Nengah Etc. 2006. Tarigan. 2000. Basic principles of literature. Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung: Angkasa Publishers
8	MIDDLE SEMESTER EXAM (Problem Based Learning)					
9	Students are able to understand the <ul style="list-style-type: none"> • meaning of drama script • preparation of drama script 	<ul style="list-style-type: none"> • definition of drama script • preparation of drama script 	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in question and answer and discussion	Medera, I Nengah Etc. 2006. Tarigan. 2000. Basic principles of literature. Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A

						Language Skill. Bandung: Publisher Angkasa
10	Students are able to understand <ul style="list-style-type: none"> the meaning of the role the procedure for selecting the role 	<ul style="list-style-type: none"> definition of the role the procedure for choosing the role. 	Discussion Questions and Answers	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in question and answer and discussion	Medera, I Nengah et al. 2006. Tarigan. 2000. Basic principles of literature. Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung: Publisher Angkasa
11	Students are able to integrate character	deepening. Character/Role	Discussion Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in questions and answers and exercises	Medera, I Nengah et al. 2006. Tarigan. 2000. Basic principles of literature. Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung: Publisher Space
12	Students are able to understand and integrate of making	<ul style="list-style-type: none"> property definition property 	Discussions Training	2 x 50 minutes of learning, structured	self-assessment activity in debriefing and	Medera, I Nengah et al. 2006. Tarigan. 2000. Basic principles of

	property <ul style="list-style-type: none"> • notion property • property creation 	creation		2x60 minutes, 2x60 minutes of	exercise	literature. Bandung: Space Publisher. Suggestion. Tarigan, Henry Guntur. 1984. Speaking A Language Skill. Bandung: Angkasa Publisher
13	Students are able to play a drama performance (Training I)	Training I	Discussion Training	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in question and answer and practice	
14	Students are able to play a drama performance (Training II)	- Training I	Discussion Training	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in question and answer and exercises	
15	Students are able to play a drama performance (Training III)	- Training I	Discussion Training	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 independent minutes	Assessment of activity in question and answer and practice	
16	SEMESTER FINAL EXAM (Problem Based Learning)					

6. List of References

Medera, I Nengah Etc. 2006. Tarigan. 2000. The *basic principles of literature*. Bandung: Space Publisher. Suggestion.
Tarigan, Henry Guntur. 1984. *Speaking A Language Skill*. Bandung : Publisher Angkasa

7. Appendix 1:

Teaching Resources: Module

8. Appendix 2:

Evaluation: Process assessment (attitude, participation, completion of tasks), Product assessment (UTS, UAS)

SEMESTER LESSON PLAN




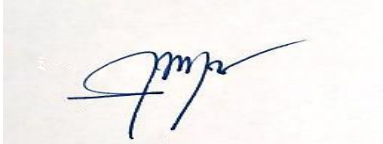
SOCIOLINGUISTICS



Lecturer:

Dr. I Ketut Paramarta, SS, M. Hum.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	SEMESTER LESSON PLAN	No. Doc : FBS PBB-RPS-411
	SOCIOLINGUISTICS BLIS120411	Revision : 02
		Date : January 31, 2021 Pages: 10 Pages
Created By:  Dr. I Ketut Paramarta, SS, M. Hum. NIP 198212082008011005	Review By:  Ida Ayu Sukma Wirani, SS,M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, SS,M.Pd. NIP 196802042008011009
Lecturer	Academic Quality Assurance Study Programme	Study Programme Coordinator of Balinese Language Education
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Balinese Language Education</p> <p>Course : Sociolinguistics</p> <p>Course Code : BLIS120411</p> <p>Cluster of Courses : Core Study Course</p> <p>Credit Hours : 2</p> <p>Degree : S1</p> <p>Semester : 4</p> <p>Prerequisite : -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code of lecturer : Dr. I Ketut Paramarta, SS, M. Hum.</p>		

2. Course Description

The material covered in this course is the terminology and basic concepts of sociolinguistics, the object of sociolinguistic study, research in the field of sociolinguistics. In addition, the material also 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 educational research.

3. Learning Outcomes of Study Programmes

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 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 in accordance with 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 Course	
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.
PLO3	Mastering learning theory, and in-depth Balinese language content which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge
PLO4	Able to integrate learning and innovation skills, mastery of technology and development information career and life skills to become lifelong learners.

5. Description of Lesson Plan

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	1. State the meaning of sociolinguistics. 2. Explain the position of sociolinguistics among other linguistic fields. 3. Demonstrate Linguistic	Understanding sociolinguistics, the position of sociolinguistics among the branches of linguistics, sociolinguistic problems.	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Group assignments and participation	Chaer, Abdul et al. 1995. <i>Sociolinguistics (Early Introductions)</i> . Jakarta : PT. Rhineka Cipta.

	<p>methods in sociolinguistics and Sociology methods in Sociolinguistics.</p> <p>4. Mention the problems studied in sociolinguistics</p>					Jendra, I Wayan. 1980. <i>Brief Introduction to Sociolinguistics</i> , Series I, Denpasar: Documentation and Publication Research, Faculty of Letters, Udayana University.
2	<p>1. Describe the function of language culture,</p> <p>2. Distinguishing the social functions of language based on the scope and field of use.</p>	Cultural Functions Social functions are based on the scope and field of use.	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Group assignments and Participation	
3	<p>3. Give two examples of each of the six individual functions.</p> <p>4. Analyzing the three functions of language education, especially Indonesian.</p>	Individual function. Educational Function	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Group assignments and Participation	Nababan, PWJ 1991. <i>Sociolinguistics An Introduction</i> . Jakarta: PT Gramedia Pustaka Utama.
4	<p>1. Explaining the meaning of verbal repertoire</p> <p>2. Describe the meaning of speech</p>	Verbal repertoire and speech community,	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes	Group assignments and Participation	Verhaar, JWM 2001. <i>General Linguistic Principles</i> . Yogyakarta:

	<p>communities with examples.</p> <p>3. Describe the factors that play a role in speech events: SPEAKING (Dell Hymes)</p>			independent		Gajah m there is University Press.
5	<p>4. Distinguishing speech events and speech situations</p> <p>5. State the socio-situational factors that can cause language variation.</p> <p>6. Explain the various variations of language: idiolect, dialect, sociolect, variety, register, style, and unda-usuk.</p>	Speech events and speech situations, Socio-situational factors and language variations	Lectures, discussions and assignments, Problem Based Learning	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Group assignments and Participation	
6	<p>1. Explain the meaning of language contact.</p> <p>2. Explain the meaning of bilingualism.</p>	Language contact Bilingualism	Lectures, discussions and assignments, Problem Based Learning	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Group assignments and Participation	
7	<p>3. Explain the meaning of</p>	Diglossia Bilingualism	Lectures, discussions and assignments,	2 x 50 minutes of	Group assignments,	

	4. Distinguish four societies based on the reciprocal relationship between bilingualism and diglossia.	and diglossia reciprocal relationship	Project Based Learning	learning, 2x60 structured minutes, 2x60 minutes independently	mid-semester assignments, and Participation, assignment reports	
8	MIDDLE SEMESTER EXAM					
9	1. Explain the meaning of code. 2. Explain the meaning of code switching. 3. State the factors that cause code switching.	Definition of Code-Switching Codes and their Causes	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Group assignments and participation	
10	4. Explain the meaning of code mixing. 5. State the factors that cause code mixing. 6. Distinguish between code switching and code mixing.	Code Mixing and its Causes Differences in Code and Code	Lectures, discussions and assignments	SwitchingMixing 2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Group assignments and Participation	
11	1. Distinguish integration and interference. 2. Give examples of interference in Indonesian.	Integration of Interference Similarities and Differences Integration and Interference	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes	Group assignments and Participation	

	3. Explain the effects of integration and interference.	Due to Integration and Interference		independently		
12	1. Explain the meaning of language attitudes. 2. Name four positive attitudes towards language.	Definition Language Attitudes Positive Attitudes and Negative Attitudes	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Group assignments and participation	
13	3. Explaining the process of language wisdom. 4. Explain the implementation of language wisdom. 5. Analyze barriers to language planning.	Language Policy Language Policy Implementation of Language Policy Barriers in Language Planning	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Group assignments and Participation	
14	1. Showing the relationship between language and education 2. analyzing the table of objectives for language teaching in Indonesia.	Relationship of language and education Objectives of language learning	Lectures, discussions and assignments, Project Based Learning	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently	Group assignments and Participation	
15	3. analyze the	Sociolinguistic	Lectures, discussions	2 x 50	Group	

	contribution of sociolinguistics to language teaching, especially Indonesian language teaching	contribution to language teaching .	and assignments, Project Based Learning	minutes of learning, 2x60 minutes structured, 2x60 minutes independentp roject	assignments, semester final assignments and participation, semester finalreports	
16	<i>SEMESTER FINAL EXAM</i>					

6. List of references

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN




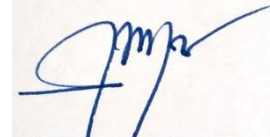
MICROTEACHING



Lecturer:

**Ida Ayu Sukma Wirani, SS, M.Pd
Ida Ayu Putu Purnami, SS, M.Pd
Ida Bagus Made Ludy Paryatna, SS, M.Pd**

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	SEMESTER LESSON PLAN		No. Doc : FBS PBB-RPS-412
	MICROTEACHING BLIS120412		Revision : 02
			Date : 31 January 2021
			Pages: 20 Pages
Created By:  Ida Ayu Putu Purnami, SS, M.Pd. NIP.198403172008012002	Review By:  Ida Ayu Sukma Wirani, SS, M.Pd. NIP 198312152008122002	Approved By:  Ida Bagus Rai, SS, M.Pd. NIP.196802042008011009	
Lecturer	Academic Quality Assurance Study Programme	Study Programme Coordinator of Balinese Language Education	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Balinese Language Education</p> <p>Course : Microteaching</p> <p>Course Code : BLIS120412</p> <p>Cluster of Courses : Core Study Course</p> <p>Credit Hours : 2</p> <p>Degree : S1</p> <p>Semester : 4</p> <p>Prerequisite : -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code of lecturer : Ida Ayu Putu Purnami, SS, M.Pd.</p> <p>2. Course Description</p> <p>After studying the micro learning course, students understand the theoretical concepts of <i>microteaching</i>, the concept of basic teaching skills, and later can teach students well. Micro learning discusses the meaning of micro learning,</p>			

characteristics of micro learning, micro learning objectives, benefits of micro learning, and micro learning implementation models, basic teaching skills which include: questioning skills, reinforcement skills, variation skills, explaining skills, opening and 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 an assessment by looking at activity, completeness of tasks, UTS with problem based and UAS with project based.

3. Learning Outcomes of Study Programmes

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 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 in accordance with 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 Course	
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;
PLO3	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 Plan

Meetings	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	<ul style="list-style-type: none"> Explaining the objectives and benefits of microteaching courses Explaining microteaching 	Orientation and Lecture Contracts	<ul style="list-style-type: none"> Discussion Question and answer 	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in question and answer and discussion 	Adnyana, Putu Budi. 2018. <i>Microteaching Implementation Patterns</i> . LPPPM-LABDIKDU

	lecture contracts					<p>UNDIKSHA (Ref. A)</p> <p>Arifin, M. 2019. <i>Introduction to Education.</i> West Java : Guepedia. (Ref. B)</p>
2	<ul style="list-style-type: none"> Explaining the meaning and characteristics of microteaching Distinguishing between microteaching and learning in ordinary 	<p>MICROTECHING</p> <ul style="list-style-type: none"> Definition and characteristics of microteaching Differences between microteaching and learning in ordinary classes Purpose of 	<ul style="list-style-type: none"> Discussion Question and answer 	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in question and answer and discussion 	<p>Adnyana, Putu Budi. 2018. <i>Microteaching Implementation Patterns.</i> LPPPM-LABDIKDU UNDIKSHA (Ref. A)</p>

	classrooms <ul style="list-style-type: none"> • Explaining the purpose of microteaching • Explaining the benefits of microteaching • Outlining the implementation model of microteaching 	microteaching <ul style="list-style-type: none"> • Benefits of microteaching • Model of implementing microteaching 				
3	<ul style="list-style-type: none"> • Explaining the purpose of questioning skill • Explaining the principles of using questioning skill • Explaining component of questioning 	ORIENTATION & MODELING <ul style="list-style-type: none"> • Skills Asking • Reinforcement Skills For Reinforcing 	<ul style="list-style-type: none"> • Discussion • Questions and answers 	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 and discussion 	Asril, Zainal. 2017. <i>Micro Teaching Accompanied By Field Experience Guidelines</i> . Jakarta: Rajawali. (Ref. E)

	<ul style="list-style-type: none"> skill • Explaining the purpose of reinforcing skills • Explaining the principles of using reinforcement skills • Explaining components of reinforcement skills 					<p>Syaripuddin. 2019.</p> <p><i>Teaching Success in the 21st Century: (Basic Teaching Skills and K13 Learning Approach).</i></p> <p>Regency.</p> <p>Ponorogo:</p> <p>Uwais</p> <p>Inspiration from Indonesia.</p> <p>(Ref. H)</p>
4	<ul style="list-style-type: none"> • Preparing Micro teaching lesson plan to practice applying 	<p>EXERCISE & ASSESSMENT 1</p> <p>Asking Skills</p>	<ul style="list-style-type: none"> • Discussion • Questions and Answers • Teaching practice 	<p>2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent</p>	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion 	<p>Halimah, Leli. 2017.</p> <p><i>Teaching Skills as Inspiration to</i></p>

	<p>questioning skills</p> <ul style="list-style-type: none"> • Able to apply questioning skills in learning 				<ul style="list-style-type: none"> • Practice assessment 	<p><i>Become an Excellent Teacher in the 21st Century.</i> Bandung : PT Rafika Aditama (Ref. F)</p> <p>Suryadi, RA, Mushlih, A. 2019. <i>Learning Design and Planning.</i> Yogyakarta : Depublish. (Ref. G)</p>
5	<ul style="list-style-type: none"> • Able to prepare Micro lesson plans for 	<p>EXERCISE & ASSESSMENT 2 Reinforcement Skills</p>	<ul style="list-style-type: none"> • Discussion • Questions and Answers 	<p>2 x 50 minutes of learning, 2x60 minutes structured,</p>	<ul style="list-style-type: none"> • assessment in questions and answers 	<p>Syaripuddin's assessment. 2019.</p>

	<p>practice applying reinforcement skillsreinforce ment</p> <ul style="list-style-type: none"> • Able to apply skills in learning 		<ul style="list-style-type: none"> • Teaching practice 	2x60 minutes independent Activity	<p>and discussion</p> <ul style="list-style-type: none"> • onpractice 	<p><i>Teaching Success in the 21st Century: (Basic Teaching Skills and K13 Learning Approach).</i> Regency. Ponorogo: Uwais Inspiration from Indonesia. (Ref. H)</p>
6	<ul style="list-style-type: none"> • Explaining the purpose of explaining skills • Explaining the principles of 	<p>ORIENTATION & MODELING</p> <ul style="list-style-type: none"> • Skills Providing of Variation • Skills Explaining 	<ul style="list-style-type: none"> • Discussion • Questions and answers 	<p>2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent</p>	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion of 	<p>Adnyana, Putu Budi. 2018. <i>Microteaching Implementation Patterns</i>. LPPPM-</p>

	using explaining skills • Explaining skill components explaining					LABDIKDU UNDIKSHA (Ref. A)
7	• Able to compose Micro lesson plan for practice applying variation • Able to apply variation skill in learning	EXERCISE & ASSESSMENT 3 Variation Skills	• Discussion • Question and answer • Teaching practice	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent x 50	• Assessment of activity in question and answer and discussion • Assessment of practice	Adnyana, Putu Budi. 2018. <i>Microteaching Implementation Patterns</i> . LPPPM- LABDIKDU UNDIKSHA (Ref. A) Arifin. 2017. <i>Self-Efforts to Become a Professional Teacher</i> .

						Bandung : Alphabeta. (Ref. C) Arsyad, A. 2017. <i>Learning Media.</i> Jakarta: Rajawali Press. (Ref. D)
8	MIDDLE SEMESTER EXAM (Problem Based Learning)					
9	<ul style="list-style-type: none"> Explains the purpose of skills guiding small group discussions Explains the principles of using skills to guide small group discussions Explains components of skills guiding 	ORIENTATION & MODELING <ul style="list-style-type: none"> Opening and Closing Skills Guiding Small Group Discussions 	<ul style="list-style-type: none"> Discussion Question and answer 	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in question and answer and discussion 	Adnyana, Putu Budi. 2018. <i>Microteaching Implementation Patterns.</i> LPPPM-LABDIKDU UNDIKSHA (Ref. A)

	small group discussions					
10	<ul style="list-style-type: none"> • Able to prepare Micro lesson plans for practice applying small group and individual • Able to apply small group and individual teaching skills 	EXERCISE & ASSESSMENT 5 Skills of Opening and Closing Lessons	<ul style="list-style-type: none"> • Discussion • Questions and Answers • Teaching practice 	2 x 50 minutes of learning , structured 2x60 minutes, 2x60 minutes independent	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion • Assessment of practice 	Adnyana, Putu Budi. 2018. <i>Microteaching Implementation Patterns</i> . LPPPM-LABDIKDU UNDIKSHA (Ref. A)
11	<ul style="list-style-type: none"> • Able to prepare Micro lesson plans for applied exercises guiding small group discussions • Able to apply skills guiding small group discussions 	EXERCISE & ASSESSMENT 6 Skills of Small Group Discussion	<ul style="list-style-type: none"> • Discussions • Questions and Answers • Teaching practice 	GUIDING 2 x 50 minutes of learning, 2x60 minutes structured, independent 2x60 minutes	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion • Practice assessment 	Asril, Zainal. 2017. <i>Micro Teaching Accompanied By Field Experience Guidelines</i> . Jakarta: Rajawali. (Ref. E) Halimah, Leli.

						2017. <i>Teaching Skills as Inspiration to Become an Excellent Teacher in the 21st Century.</i> Bandung : PT Rafika Aditama (Ref. F)
12	<ul style="list-style-type: none"> Explaining the purpose of small group class management skills Explaining the principles of using class management skills Explaining components of classroom management skills 	ORIENTATION & MODELING Small Group and Individual Teaching Skills Class Management Skills	<ul style="list-style-type: none"> Discussion Question and answer 	2 x 50 minutes learning, structured 2x60 minutes, 2x60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in question and answer and discussion 	Adnyana, Putu Budi. 2018. <i>Microteaching Implementation Patterns.</i> LPPPM-LABDIKDU UNDIKSHA (Ref. A)

13	<ul style="list-style-type: none"> • Able to develop Micro lesson plans for practice applying small group and individual • teaching skills Able to apply small group and individual teaching skills 	EXERCISE & ASSESSMENT 7 Small Group and Individual Teaching Skills	<ul style="list-style-type: none"> • Discussion • Questions and Answers • Teaching practice 	2 x 50 minutes learning, structured 2x60 minutes, 2x60 minutes independent	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion • Assessment of practice 	Adnyana, Putu Budi. 2018. <i>Microteaching Implementation Patterns</i> . LPPPM-LABDIKDU UNDIKSHA (Ref. A)
14	<ul style="list-style-type: none"> • Able to compile Micro lesson plans for practice in applying CLASS MANAGEMEN skills • Able to apply classroom management skills 	EXERCISE & ASSESSMENT 8 Class Management Skills	<ul style="list-style-type: none"> • Discussions • Questions and Answers • Teaching practice 	MANAGEMENT 2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently	<ul style="list-style-type: none"> • Assessment of activity in question and answer and discussion • Assessment of practice 	Adnyana, Putu Budi. 2018. <i>Microteaching Implementation Patterns</i> . LPPPM-LABDIKDU UNDIKSHA (Ref. A)
15	<ul style="list-style-type: none"> • Able to compile Micro RPP for • integrated skills practice 	EXERCISE & ASSESSMENT 9 Basic Teaching Skills (Integrated)	<ul style="list-style-type: none"> • Discussion • Question and answer 	2 x 50 minutes of learning, 2x60 minutes structured,	<ul style="list-style-type: none"> • Assessment of activity in question and answer and 	Halimah, Leli. 2017. <i>Teaching</i>

	Able to apply skills in an integrated manner		<ul style="list-style-type: none"> Teaching practice 	2x60 minutes independent	<ul style="list-style-type: none"> discussion Assessment of practice 	<p><i>Skills as Inspiration to Become an Excellent Teacher in the 21st Century.</i> Bandung : PT Rafika Aditama (Ref. F)</p> <p>Suryadi, RA, Mushlih, A. 2019. <i>Learning Design and Planning.</i> Yogyakarta : Depublish.</p> <p>Syaripuddin. 2019.</p>
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						<i>Teaching Success in the 21st Century: (Basic Teaching Skills and K13 Learning Approach).</i> Regency. Ponorogo: Uwais Inspiration from Indonesia. (Ref. G)
16	SEMESTER FINAL EXAM (Problem Based Learning)					

6. List of references

- A. Adnyana, Putu Budi. 2018. *Microteaching Implementation Patterns*. LPPPM-LABDIKDU UNDIKSHA
- B. Arifin, M. 2019. *Introduction to Education*. West Java : Guepedia.
- C. Arifin. 2017. *Self-Efforts to Become a Professional Teacher*. Bandung : Alfabeta.
- D. Arsyad, A. 2017. *Learning Media*. Jakarta: Rajawali Press.
- E. Asril, Zainal. 2017. *Micro Teaching Accompanied By Field Experience Guidelines*. Jakarta: Rajawali.

- F. Halima, Leli. 2017. *Teaching Skills as Inspiration to Become an Excellent Teacher in the 21st Century*. Bandung: PT Rafika Aditama
- G. Suryadi, RA, Mushlih, A. 2019. *Design and Learning Planning*. Yogyakarta : Depublish.
- H. Syaripuddin. 2019. *Teaching Success in the 21st Century: (Basic Teaching Skills and K13 Learning Approach)*. Regency. Ponorogo: Uwais Inspiration from Indonesia.

7. Appendix 1:

Teaching Resources: Module

8. Appendix 2:

Evaluation: Test questions, practical tests, rubrics, observation sheets.

SEMESTER LESSON PLAN




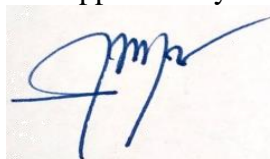
EDUCATIONAL STATISTICS



Lecturer:

PROF. DR. I NENGGAH MARTHA, M. PD.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	SEMESTER LESSON PLAN	No. Doc : FBS PBB-RPS-666
	EDUCATIONAL STATISTICS BLI 1666	Revision : 02
		Date : January 31, 2021 Pages: 10 Pages
<p>Created By:</p>  <p>Prof. Dr. I Nengah Martha, M. Pd. NIP 195612311979031030</p>	<p>Review By:</p>  <p>Ida Ayu Sukma Wirani, SS, M.Pd NIP 198312152008122002</p>	<p>Approved By:</p>  <p>Ida Bagus Rai, SS, M.Pd. NIP.196802042008011009</p>
Lecturer	Academic Quality Assurance Study Programme	Study Programme Coordinator of Balinese Language Education
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Balinese Language Education</p> <p>Course : Educational Statistics</p> <p>Course Code : BLI 1666</p> <p>Cluster of Courses : Supporting Science and Technology</p> <p>Credit Hours : 3</p>		

Degree : S1
Semester : 4
Prerequisite : -
Status (compulsory/elective) : Compulsory
Name and code of lecturer : Prof. Dr. I Nengah Martha, M. Pd.

2. Course Description

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 in order to get the right inference/conclusion.

3. Learning Outcomes of Study Programmes

ATTITUDE

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;

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 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 in accordance with 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 Course

ATTITUDE

PLO1 Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life for the community, nation and state based on academic norms and ethics based on THK values.

KNOWLEDGE

PLO2 Mastering the concept of educational philosophy (pedagogics) of language to improve the quality of language learning processes and outcomes.

PLO3 Mastering knowledge of pedagogic content in the field of language to generate innovations to solve problems language education and learning.

PLO4 Mastering knowledge related to scientific ethics in implementing and communicating knowledge and research by utilizing developments in technology and communication.

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 Able to develop and publish logical, critical, systematic, and creative thinking through scientific research with an interdisciplinary or multidisciplinary approach, which pays attention to and applies humanities values according to the field of language expertise and learning.

SPECIFIC SKILLS

PLO7 Able to solve language problems and their learning through interdisciplinary and multidisciplinary approaches.

PLO8 Able to analyze language and its learning through inter or multidisciplinary research as a form of adaptability to the environment to produce innovative and tested work.

5. Description of Lesson Plan

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	Definition and main characteristics of statistics	Definition and main characteristics of statistics	<i>Lectures</i> , discussions, questions and answers, presentations	3x50 mt	Group work, assessment of assignments and presentations by	Isparjadi. 1989. <i>Education Statistics</i> . P2LPTK: Jakarta.
2	Descriptive and inferential	statistical functions Statistical functions	<i>Lectures</i> , discussions, questions and answers, presentations	3x50 mt	Group work, assessment of assignments and presentations	Isparjadi. 1989. <i>Education Statistics</i> . P2LPTK: Jakarta
3	Measurement scales	Various types of measurement scales	<i>Lectures</i> , discussions, questions and answers, presentations	3x50 mt	Group work, assessment of assignments and presentations	Isparjadi. 1989. <i>Education Statistics</i> . P2LPTK: Jakarta

4	Functions of descriptive statistics in learning	Uses of descriptive statistics	<i>Lectures</i> , discussions, questions and answers, presentations	3x50 mt	Group work, assessment of assignments and presentations	Sudijono.A. 2009. <i>Introduction to Education Statistics</i> . Raja Grafindo Persada: Jakarta.
5	Functions of inferential statistics in research	Use of inferential statistics	<i>Lectures</i> , discussions, questions and answers, presentations	3x50 mt	Group work, assessment of assignments and presentations	Sudijono.A. 2009. <i>Introduction to Education Statistics</i> . Raja Grafindo Persada: Jakarta.
6	Variables and variable values	Variables and variable values	<i>Lectures</i> , discussions, questions and answers, presentations	3x50 mt	Group work, Assessment of assignments and presentations	Sudijono.A. 2009. <i>Introduction to Education Statistics</i> . Raja Grafindo Persada: Jakarta.
7	Frequency distribution Frequency	distribution	<i>Lectures</i> , making presentation assignments	3x50 mt	Group work, assessment assignments and presentations	Sudijono.A. 2009. <i>Introduction to Education Statistics</i> . Raja Grafindo Persada: Jakarta.

8	MIDDLE SEMESTER EXAM (UTS)					
9	Arrange interval class	How to arrange interval class	<i>Lectures</i> , make presentation assignments	3x50 mt	Group work, Assessment of assignments and presentations	Sudijono.A. 2009. <i>Introduction to Education Statistics</i> . Raja Grafindo Persada: Jakarta.
10	Central TendencyCentral Tendency	Types ofand its use	<i>Lectures, lectures</i> , questions and answers, presentations	3x50 mt	Group work, Assessment of assignments and presentations	Sudijono.A. 2009. <i>Introduction to Education Statistics</i> . Raja Grafindo Persada: Jakarta.
11	Finding the mean and standard deviation	Finding the mean and deviation	<i>Lectures</i> , making presentation assignments	3x50 mt	Group work, Assessment assignments and presentations	Toha. M. & Boedianto. S. 1982. <i>Statistics</i> . Liberty: Yogyakarta.
12	Testing the normality of the data	Testing the normality of the data	<i>Lectures</i> , making assignments, presentations	3x50 mt	Group work, Assessment of assignments and presentations	Sudijono.A. 2009. <i>Introduction to Education Statistics</i> . Raja Grafindo Persada: Jakarta.
13	Finding the difference	Calculating the	<i>Lectures</i> , discussing	3x50 mt	Group work,	Furqon.

	between two variable values	difference between two variable values	cases, questions and answers, making assignments, presentations		Assessment of assignments and presentations	1997. <i>Applied Statistics for Education</i> . Alfabeta: Bandung.
14	Finding the correlation index between two variable values	Calculating the correlation index between two variable values	<i>Lectures</i> , discussing cases, asking questions, making presentations	3x50 mt	Group work, , project/prortofoli	Furqon. 1997. <i>Applied Statistics for Education</i> . Alfabeta: Bandung.
15	Using chi squares to find differences in frequency	Using chi squares	<i>Lectures</i> , discussing cases, asking questions, making presentations	3x50mt	Individual work Project/ portfolio,	Ardana.W.- . Several Statistical Methods for Educational Research. National Enterprises: Surabaya.
16	SEMESTER FINAL EXAM					

6. List of references

- (1) Ardana.W.- . Several Statistical Methods for Educational Research. National Enterprises: Surabaya.
- (2) Furqon. 1997.*Applied Statistics for Education*. Alfabeta: Bandung.
- (3) Hadi. S. 1983.*Regression Analysis*. FPsI-UGM: Yogyakarta.
- (4) Isparjadi. 1989.*Education Statistics*. P2LPTK: Jakarta.
- (5) Sudjana. 1996.*Regression and Correlation Analysis Techniques*. Tarsito: Bandung.
- (6) Sudijono.A. 2009. *Introduction to Education Statistics*. Raja Grafindo Persada: Jakarta.
- (7) Toh. M. & Boedianto. S. 1982. *Statistics*. Liberty: Yogyakarta.

7. Appendix 1:

Teaching Resources: Books, *handouts*, *power points*, Journals

8. Appendix 2:

Evaluation instruments: process tests, UTS, UAS, projects/portfolios, rubrics, observation sheets.

SEMESTER LESSON PLAN





SEMINAR



Lecturer:

Ida Bagus Made Ludy Paryatna, SS, M.Pd.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021

	SEMESTER LESSON PLAN	No. Doc : FBS PBB-RPS-402
		Revision : 02
	SEMINAR BLIS120402	Date : January 31 2020 Pages: 10 Pages
<p>Created By:</p>  <p>Ida Bagus Made Ludy Parya , SS, M.Pd 198317062008121004</p> <p>Lecturer</p>	<p>Review By:</p>  <p>Ida Ayu Sukma Wirani, SS,M.Pd NIP. 198312152008122002</p> <p>Academic Quality Assurance Study Programme</p>	<p>Approved By:</p>  <p>Ida Bagus Rai, SSMPd NIP 196802042008011009</p> <p>Study Programme Coordinator of Balinese Language Education</p>
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Balinese Language Education</p> <p>Course : Seminar</p> <p>Course Code : BLIS120402</p> <p>Cluster of Courses : Core Study Course</p> <p>Credit Hours : 2</p> <p>Semester : 4</p> <p>Degree : S1</p>		

Prerequisite : -
Status (compulsory/elective) : Compulsory
Name and code of lecturer : Ida Bagus Made Ludy Paryatna, SS, M.Pd.

2. Course Description

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:

(1) students are given theoretical seminar concepts so that they become professionals, (2) students are given the skills to make research proposals in Balinese, (3) students are given training related to the presentation of proposals made to be used as thesis and research. other relevant.

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. (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.

3. Learning Outcomes of Study Programmes

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 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 in accordance with 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 Course

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.

PLO3 Mastering learning theory, and Balinese language content in depth which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge

PLO4 Able to integrate learning and innovation skills, mastery of technology and information development career and life skills to become lifelong learners.

5. Description of Lesson Plan

Meeting	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	After attending lectures, students are expected to. 1.1 Able to apply background writing in a proposal.	Research proposals	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. questions and answers, reviews 6. and writing.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice individual and group assignments	1,2,3,4,5,6
2	After attending the lecture, students are expected to be able to. 2.1 Able to identify research problems Research	proposals	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice individual and group assignments	1,2,3,4,5,6
3	After attending lectures, students are expected to be able to. 3.1 Understanding the problem formulation and research objectives Research	proposals	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. questions and answers, reviews 6. and writing.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice individual and group assignments	

4	After attending lectures, students are expected to be able to. 4.1 Understand and apply benefits in	Research proposals	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. questions and answers, reviews 6. and writing.	2 x 50 minute lesson, 2x60 minutes of structured, 2x60 minutes of	self-Practiceindividual and group assignments	1,2,3,4,5,6
5	5. It is expected that the student attends afford. 5.1 Understanding the theoretical basis in research proposals Research	proposals	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. questions and answers, reviews 6. and writing.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice individual and group assignments	1,2,3,4,5,6
6	6. After attending lectures, students are expected to be able to understand and apply the most basic theoretical foundations for research studies	Research proposals	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. questions and answers, reviews 6. and writing.	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Practice individual and group assignments	1,2,3,4,5,6

7	7. After attending lectures students are expected to be able to understand theory and apply supporting theories	Research proposals	1. <i>Lectures</i> 2. discussions 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y x 50	Practice individual and group assignments	1,2,3,4,5,6
8	MIDDLE SEMESTER EXAM					
9	9. After attending the lecture, students are expected to be able to understand and apply the theory of developme nt	Research proposals	1. <i>Lectures</i> 2. discussion 3. group work 4. assignments (groups and individuals) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
10	10. After attending the lecture, students are expected to be able. 10.1 understand research methods		1. <i>Lectures</i> 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Practice individual and group assignments	1,2,3,4,5,6

				ly		
11	11.Able to understand and apply research subjects and objects	Research subjects and objects	1. <i>Lectures</i> 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independent ly	Practice individual and group assignments	1,2,3,4,5,6
12	12. After being given lectures, students are expected to be able. 12.1 understand and be able to apply the stages in research	Research stages	1. <i>Lectures</i> 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent ly	Practice individual and group assignments	1,2,3,4,5,6
13	13.1 Able to understand and apply data analysis in research	Data analysis	1. <i>Lectures</i> 2. discussion 3. group work 4. assignment (group and individual) 5. question and	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes	Practice individual and group assignments	

			answer, 6. review and write.	independent ly		
14	14. able to understand reflection research in	Reflection research in	1. <i>Lectures</i> 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent ly	Practice individual and group tasks	1,2,3,4,5,6
15	15. able to understand the hypothesis in research	Research hypothesis	1. <i>Lectures</i> 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent ly	Practice individual and group assignments	1,2,3,4,5,6
16	UJIAN AKHIR SEMESTER					

6.List of references

1. Sudaryanto. 2015. "*Metode dan Aneka Teknik Analisis Bahasa*". Yogyakarta: Universitas Sanata Dharma Anggota APPTI.
2. Sukardi, Prof. Ph.D. (2003). "*Metode Penelitian Pendidikan Kompetensi dan Prateknya*". Jakarta: PT Bumi Aksara.
3. Moleong, Dr. Lexy, J., MA (2001). "*Metode Penelitian Kualitatif*". Bandung: PT Remaja Rosdakarya.
4. Sugiyono, Prof. Dr. (2010). "*Metode Penelitian Tindakan*". Bandung: Alfabeta.
5. Bugin, Burhan, Prof. Dr. HMSSos., M.Si. (2010). "*Penelitian Kualitatif*". Jakarta: Kencana Prenada Media Group.
6. Dantes, Nyoman Prof. Dr. (2012). "*Metode Penelitian*". Yogyakarta: Andi Yogyakarta.

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.


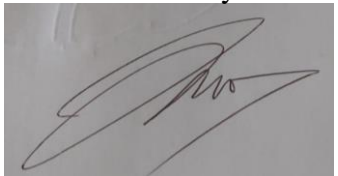

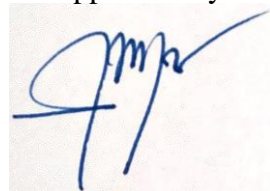
SEMESTER LESSON PLAN
ENTREPRENEURSHIP



Lecturer:

Ida Bagus Putra Manik Aryana, SS, M.Sc.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	SEMESTER LESSON PLAN	No.Dok UN FBS-RPS-403
	ENTREPRENEURSHIP BLIS120403	Revision: 02
		Date: January 31, 2020 Page: 8 Page
<p>Created By:</p>  <p>Ida Bagus Putra Manik Aryana SS ,M.Si. NIP 197312312008121009</p>	<p>Review By:</p>  <p>Ida Ayu Sukma Wirani, SS,M.Pd. NIP 198312152008122002</p>	<p>Approved By:</p>  <p>Ida Bagus Rai, SS,M.Pd. NIP 196802042008011009</p>
Lecturer	Academic Quality Assurance Study Programme	Study Programme Coordinator of Balinese Language Education
SEMESTER LESSON PLAN		

1. Course Identity

Study Programme	: Balinese Language Education
Course	: Entrepreneurship
Course Code	: BLIS120403
Cluster of Courses	: Core Study Course
Credit Hours	: 2
Degree	: S1
Semester	: 4
Prerequisite	: -
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: Ida Bagus Putra Manik Aryana, SS, M.Sc.

2. Course Description

By following the Civics course, students are able to conclude the definition of entrepreneur and entrepreneurship, be able to describe entrepreneurial theory, and be able to produce entrepreneurial products.

Entrepreneurship courses are courses that aim to broaden students' knowledge about entrepreneurship. Every individual actually has an entrepreneurial spirit, this entrepreneurial spirit is guided and directed so that later students are able to become reliable entrepreneurs and compete in the business world.

Students are first given the scope of understanding entrepreneurship and entrepreneurship, given the theory of entrepreneurship and then guided to identify the potentials of Balinese culture that can be sold in local, national and even international markets. . After students are able to recognize these potentials, students are directed to realize them in the form of goods or services that can be sold. Here, students work in groups of production, prepare promotions, and sell in strategies that they consider to be in accordance with their respective products.

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.

3. Learning Outcomes of Study Programmes

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** 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 in accordance with 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 Course

- 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.

PLO3	Mastering learning theory, and in-depth Balinese language content which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge
PLO4	Able to integrate learning and innovation skills, mastery of technology and development information career and life skills to become lifelong learners.

5. Description of Lesson Plan

Meetings	Indicators of Learning Outcomes Courses	Study Materials	Learning Forms	Time	Assignments and Assessment	Referrals
1	1. Students are able to explain the meaning of Entrepreneurship 2. Students are able to explain the meaning of Entrepreneurship	Understanding of Entrepreneurship	Lectures, discussions and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments and the Participation of	1) Andreas Harefa.2004. Entrepreneurial Innovation for Everyone. Jakarta:Gramedia: Main Library. 2) Yuyus Suryana. 2010. "Entrepreneurial Approach
2	Students are able to	entrepreneurial	Lectures,	2 x 50	Group	

	believe that the entrepreneurial spirit exists in all humans. The	spirit is present in every human being (motivation)	discussions and assignments	minutes learning, structured 2x60 minutes, 2x60 minutes independently	assignments and Participation	Characteristics of Successful Entrepreneurs. Jakarta: Kencana 3) Manuscript Copy of Dharma Caruban Lontar (Old Balinese Culinary recipe) 1 and 2. Kirtya : Singaraja
3	Students are able to explain the basic principles of Entrepreneurship	Basic theory of Entrepreneurship	Lectures, discussions and assignments	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently	Group assignments and Participation	
4	Students are able to understand the development of the local business world that has the opportunity to enter the global	business world	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Group assignments and participation	
5	Students are able to recognize the characteristics of an entrepreneur	Characteristics of entrepreneurs	Lectures, discussions and assignment, Problem Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments and Participation	
6	Students are able to identify their potential which can be used as a business	Self-assessment of entrepreneurial potential	Lectures, discussions and assignments, Problem Based Learning	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independently	Group assignments and Participation	

	opportunity.					
7	Mid-Semester Exams					
8	Students are able to name the type of entrepreneurial service-based business product they have chosen along with reasons	businessservice-based (personal service)	Lectures, discussions and assignments, Project Based Learning	MIDDLE SEMESTER EXAM	Group assignments, mid-semester assignments, and participation, assignment reports	
9	Students are able to state the type of goods-based business product they have chosen along with the reasons	for small business goods-based business (retailer)	Lectures, discussions and assignments, Project Based Learning	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently	Group assignments and participation	
10	Students are able to produce entrepreneurial products	Production of Service Products Production of Goods Products	Lectures, discussions and assignments, Project Based Learning	2 x 50 minutes of learning, 2x60 minutes structured , 2x60 minutes independently	Group assignments and participation	
11	Students are able to produce entrepreneurial products.	Development of selected product production stage 1	Lectures, discussions and assignments, Project Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments and Participation	
12	Students are able to produce	Development of production of	Lectures, discussions and	2 x 50 minutes of	Group assignments	

	entrepreneurial product	selected products stage 2	assignments, Project Based Learning	learning, structured 2x60 minutes, 2x60 minutes independently	and Participation	
13	Students are able to produce entrepreneurial products	Promotion of Business Products	Lectures, discussions and assignments, Projects Based Learning	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently	Group assignments and Participation	
14	Students are able to produce entrepreneurial	products Business Product Marketing stage 1	Lectures, discussions and assignments, Project Based Learning	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 independent minutes	Group work k and Participation	
15	Students are able to produce entrepreneurial	products. Business Product Marketing phase 2	Lectures, discussions and assignments, Project Based Learning	2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independently project	Group assignments, semester final assignments and participation, semester final reports	
16	SEMESTER FINAL EXAM					

6. List of references

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN




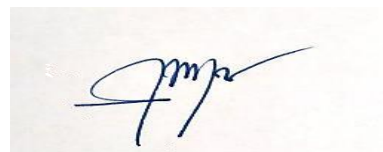
BALINESE SCRIPT COMPUTERIZATION



Lecturer:

Dr. I Ketut Paramarta, SS, M. Hum.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

	SEMESTER LESSON PLAN	No. Doc : FBS PBB-RPS-407
	BALINESE SCRIPT COMPUTERIZATION BLIS120407	Revision : 02
		Date : January 31, 2021January 2021 Page10 Page
<p>Created By:Created By:</p>  <p>Dr.I Ketut Paramarta, SS, M. Hum. NIP 198212082008011005</p> <p>Lecturer</p>	<p>Review By:</p>  <p>Ida Ayu Sukma Wirani, SS,M.Pd. NIP 198312152008122002</p> <p>Academic Quality Assurance Study Programme</p>	<p>Approved By:</p>  <p>Ida Bagus Rai, SS,M.Pd. NIP 196802042008011009</p> <p>Program Coordinator of Balinese Language Education</p>
SEMESTER LESSON PLAN		

1. Course Identity

Study Program	: Balinese Language Education
Course	: Balinese Script Computerization
Course Code	: BLIS120407
Cluster of Courses	: Core Study Course
Credit Hours	: 2
Degree	: S1
Semester	: 4
Prerequisites	: -
Status (compulsory/elective)	: Compulsory
Name and code of lecturer	: Dr. I Ketut Paramarta, SS, M. Hum.

2. Course Description

The Balinese script computerization course examines the theoretical basic concepts, methods, and philosophy of the Balinese Computerized script study. Through learning this course, students: (1) have knowledge of Balinese script in relation to computer science, (2) have the ability to analyze elements of Balinese script and elements in computer systems involved in computerizing Balinese script, (3) have the ability to 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.

3. Learning Outcomes of Study Programmes

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 in accordance with 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 Course

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 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;

PLO3 Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

5. Description of Lesson Plan

Meetings	Indicators of Learning Outcomes Course	Study Materials	Learning Forms	Time	Assignments and	References
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					Assessment	
1	2. Can explain the concept of computerization	Computerization, international writing system, Balinese script writing system	Lectures, discussions and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group Tasks and Participation	<u>Amir, Muhhamad Faisal. 2006. Processing and Interpreting SPSS Processed Results for Scientific Research. Jakarta: Publisher Edsa Mahkota.</u>
2	3. Can explain the definition of writing system	Computerized, international writing system, Balinese script writing system	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Group assignments and Participation	<u>Coulmas, Florian. 1999. The Blackwell Encyclopedia of Writing Systems. Oxford: Blackwell.</u>
3	4. Identify Balinese script in the international writing system	Computerized, writing system international, Balinese script writing system	Lectures, discussions and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments and Participation	<u>Daniels, Peter T & Bright, William. 1996. The World's Writing Systems. Oxford: Oxford University Press.</u> <u>Fischer, Steven R. 2001. The History of Writing. London: Reaction.</u>
4	1. Can explain a brief history of the Bali Simbar program A brief history of the Bali Simbar	program, Write Balinese script using Bali Simbar-B and Bali Simbar Dwijendra	Lectures, discussions and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments and Participation	<u>Medra, I Nengah et al. 2003. Guidelines for writing Balinese script. Denpasar: Bali Provincial Culture Office.</u>
5	2. Able to install the Bali Simbar-B	program A brief history of the Bali	Lectures, discussions and assignments,	2 x 50 minutes of learning,	Group assignments and	<u>Oxford Dictionaries</u>

		Simbar program, Writing Balinese script using Bali Simbar-B and Bali Simbar Dwijendra	Problem Based Learning	2x60 minutes structured, 2x60 minutes independently	Participation	<p><u>Online (2014)</u> <u>Language Center, 2008.</u> <u>Big Indonesian Dictionary on the Network (KBBi Online).</u> Jakarta: Ministry of National Education.. <u>Kemendikbud.go.id.kbbi.</u> <u>2016. Balinese Alphabet.</u> <u>https://en.Wikipedia.org/wiki/Balinese_alphabet</u></p> <p><u>http://exposeanak.blogspot</u> <u>Co.id/2010/01/</u> <u>Computerization.html.</u> <u>Accessed 5</u></p> <p><u>Paramarta, I Ketut. 2016.</u> <u>Computerization of</u> <u>Balinese script. Singaraja:</u> <u>Undiksha Press.</u></p> <p><u>Tantra, Lord Komang.</u> <u>2006. "Balinese Language,</u> <u>Script, and Literature in</u> <u>Education". Denpasar :</u> <u>Papers of the VI Bali</u> <u>Language Congress.</u></p>
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6	3. Able to write Balinese script with Bali Simbar B	A brief history of the Bali Simbar program, Writing Balinese script using Bali Simbar-B and Bali Simbar Dwijendra	Lectures, discussions and assignments, Problem Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments and Participation	
7	4. Able to install the Bali Simbar Dwijendra	program A brief history of the Bali Simbar program, Writing Balinese script using Bali Simbar-B and Bali Simbar Dwijendra	Lectures, discussions and assignments, Project Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independently	Group assignments, mid-semester assignments, and participation, assignment reports	
8	MIDDLE SEMESTER EXAM					
9	5. Able to write Balinese script with Balinese Simbar Dwijendra	Brief history Bali Simbar program, Writing Balinese script using Bali Simbar-B and Bali Simbar Dwijendra	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Group assignments and Participation	

10	1. Able to make presentation slides by combining power point, Bali Simbar B and Bali Simbar Dwijendra	Power Point, OneNote, and Paint	Lecture, discussion and conclusion gasan	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independentl y	Group assignmen ts and Participati on	
11	2. Understand the procedures for using OneNote and Paintprograms	Power Point, OneNote, and Paint	Lectures, discussions and assignments	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independentl y	Group assignmen ts and participati on	
12	3. Able to use OneNote and Paint programs to write Balinese script	Power Point, OneNote, and Paint	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Group assignmen ts and Participati on	
13	4. Able to make video tutorials writing Balinese script with a combination ofmulti-media	Power Point, OneNote, and Paint	Lectures, discussions and assignments	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Group assignmen ts and Participati on	
14	5. Tasks of making a video tutorial on writing Balinese script with a combination	Power Point, OneNote, and Paint	Lectures, discussions and assignments, Project Based Learning	2 x 50 minutes of learning ran, structured 2x60	Group assignmen ts and Participati on	

	ofmultimedia			minutes, 2x60 minutes independent	
15	6. Finalization of the task of making a Balinese script writing video tutorial with a combination of multi-media	Power Point, OneNote, and Paint	Lectures, discussions and assignments, Project Based Learning	2 x 50 minutes of learning, 2x60 minutes structured, independent 2x60 minutesproject	Group assignments, semester final assignments and participation, semester finalreports
16	<i>SEMESTER FINAL EXAM</i>				

6. List of References

7. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

8. Appendix 2: Test questions, performance tests , rubrics, observation sheets etc.

SEMESTER LESSON PLAN




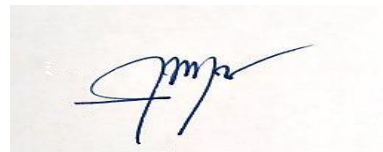
BALINESE LANGUAGE COUNSELING



Lecturer:

I Wayan Gede Wisnu, SS, M. Si.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021

	SEMESTER LESSON PLAN		No. Doc : FBS PBB-RPS-410
	BALINESE LANGUAGE COUNSELING BLIS120410I		Revision : 02
			Date : January 31, 2021
			Pages: 13 Pages
Created By:  , Wisnu Gede SS, M. Si. NIP.198403172008012002	Review By:  Ida Ayu Sukma Wirani, SS, M.Pd NIP 198312152008122002	Approved By:  Ida Bagus Rai, SS, M.Pd. NIP.196802042008011009	
Lecturer	Academic Quality Assurance Study Programme	Study Programme Coordinator of Balinese Language Education	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Balinese Language Education</p> <p>Course : Balinese Language Counseling</p> <p>Course Code : BLIS120410</p> <p>Cluster of Courses : Supporting Science and Technology</p> <p>Credit Hours : 3</p> <p>Degree : S1</p> <p>Semester : 4</p> <p>Prerequisite : -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code of lecturer : I Wayan Gede Wisnu, SS, M. Si.</p>			

2. Course Description

The Balinese language counseling course is a core scientific course aimed at understanding the essence of language extension activities in the maintenance and development of the Balinese language. Activities carried out by students in learning include: studying in small groups, discussing, making observations, identifying problems, solving problems, finding sources *online*, compiling assignments in groups, and group presentations. The assessment is carried out in the form of individual tests (UTS, UAS), task completeness, attendance, and attitude assessment.

3. Learning Outcomes of Study Programmes

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** 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 in accordance with 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 Course

- 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 Plan

Meeting	Indicators of Learning Outcomes	Study Materials	Learning Forms	Time	Assignments and Assessment	References
1	Student can explain 1. Objectives of the course 2. Scope of the course 3. Policy on lecture implementation 4. Policy on assessment of learning outcomes 5. Tasks to be completed 6 The textbooks used and other learning resources 7. things that are essential in the implementation of lectures.	1. scope 3. Lecture implementation policies 4. Learning outcomes assessment policies 5. Tasks to be completed	Discussion Question and Answer	Course objectives 2. Course 2 x 50 minutes of learning, 2x60 structured minutes, 2x60 minutes independent	Assessment of activity in question and answer and discussion	
2	Students can explain the meaning of language extension in general.	Definition of Language Extension	Discussion and Question Answer	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. Halim, Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language

						Development and Development. 2. Antara, I Gde Nala. 2017. "Conservation of Balinese Language through Balinese Language Extension" (Paper). Singaraja. UNDIKSHA.
3	Students can explain the purpose of language counseling. The purpose of language	counseling is	Discussion Question Answer and	2 x 50 minutes of learning, structured 2x60 minutes, 2x60 minutes independently	Assessment of activity in question and answer and discussion	1. Halim, Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. "Conservation of Balinese Language through Balinese Language Extension" (Paper). Singaraja. UNDIKSHA.
4	Students can explain aspects of	counseling	Discussion Questions Answers and	2 x 50 minutes of learning,	Assessment of activity in question and	1. Halim, Amran. 1985. Fostering

	language counseling aspects of language			structured 2x60 minutes, 2x60 minutes independentl y	answer and discussion	Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. “Conservation of Balinese Language through Balinese Language Extension” (Paper). Singaraja. UNDIKSHA.
5	Students can explain the target of language counseling. The target of language	counseling is	Discussion Question and Answer	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in question and answer and discussion	1. Halim, Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. “Conservation of Balinese Language through Balinese Language Extension” (Paper). Singaraja. UNDIKSHA.
6	Students can explain the types of language	Types of counseling.	Discussion Questions and Answers	2 x 50 minutes of learning,	Assessment of activity in question and	1. Halim, Amran. 1985. Fostering

	counseling.			structured 2x60 minutes, 2x60 minutes independent	answer and discussion	Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. “Conservation of Balinese Language through Balinese Language Extension” (Paper). Singaraja. UNDIKSHA.
7	Students can explain the procedures for carrying out language counseling in general,	procedures for carrying out language counseling.	Discussion Questions and Answers	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. Halim, Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. “Conservation of Balinese Language through Balinese Language Extension” (Paper). Singaraja. UNDIKSHA.
8	MIDDLE SEMESTER EXAM					
9	Students are able	language	Discussion	2 x 50	Assessment of	1. Halim,

	to explain the meaning of Balinese	extension. Balinese Language Extension.	Questions and Answers	minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	activity in question and answer and discussion	Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. "Conservation of Balinese Language through Balinese Language Extension" (Paper). Singaraja. UNDIKSHA.
10	Students can explain the purpose of the Balinese extension. The purpose of the Balinese	Language Extension	Discussion Question and Answer Training	language 2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in question and answer, discussion, and training	1. Halim, Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. "Conservation of Balinese Language through Balinese Language Extension" (Paper). Singaraja. UNDIKSHA.
11	Students can	Language	Discussion	2 x 50	Assessment of	1. Halim,

	explain aspects of Balinese	extension Aspects of Language Extension	Question and Answer Training	minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	activity in question and answer, discussion, and training	Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. "Conservation of Balinese Language through Balinese Language Extension" (Paper). Singaraja. UNDIKSHA.
12	Students can explain types of Balinese extension	Types of Language Extension	Discussion Question and Answer • Training	language 2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	• Assessment of activity in question and answer, discussion, and training	1. Halim, Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. "Conservation of Balinese Language through Balinese Language Extension" (Paper). Singaraja. UNDIKSHA.
13	Students can	language	Discussion	2 x 50	Assessment of	1. Halim,

	explain the target of Balinese	extension. Balinese Language Extension Objectives	Question and Answer Training	minutes of learning, 2x60 minutes structured, 2x60 minutes independent	activity in question and answer, discussion, and training	Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. "Conservation of Balinese Language through Balinese Language Extension" (Paper). Singaraja. UNDIKSHA.
14	Students can conduct Balinese	language counseling Application of Balinese counseling	Discussion and Answer Training	language 2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in question and answer, discussion, and training 	1. Halim, Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. "Conservation of Balinese Language through Balinese Language Extension" (Paper). Singaraja. UNDIKSHA.
15	Students can	Language	Discussion	language 2 x	<ul style="list-style-type: none"> Assessment 	1. Halim,

	conduct a Balinese	extension. The implementation of Balinese extension II	Question and Answer Training	50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	of activity in question and answer, discussion, and training	Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development. 2. Antara, I Gde Nala. 2017. “Conservation of Balinese Language through Balinese Language Extension” (Paper). Singaraja. UNDIKSHA.
16	<i>SEMESTER FINAL EXAM</i>					

6. List of References

1. Halim, Amran. 1985. Fostering Indonesian Language. Jakarta: Center for Language Development and Development.
2. Antara, I Gde Nala. 2017. “Conservation of Balinese Language through Balinese Language Extension” (Paper). Singaraja. UNDIKSHA.

7. Appendix 1:

Teaching Resources: Module

8. Appendix 2:

Evaluation: Process assessment (attitude, participation, completion of tasks), Product assessment (UTS, UAS)

SEMESTER LESSON PLAN

BALINESE SCRIPT TRANSLITERACY






Lecturer:

IDA BAGUS RAI , SS, M.Pd.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION
2021**

		SEMESTER LESSON PLAN	No. Doc : FBS PBB-RPS-406
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	BALINESE SCRIPT TRANSLITERACY BLIS120406	Revision : 02
		Date : January 31, 2020
		Pages: 10 Pages
Created By:  NIP 196802042008011009	Review By:  Ida Ayu Sukma Wirani, SS,M.Pd. NIP 198312152008122002	Approved By:  IDA NICE RAI, SS,. MPd NIP 196802042008011009
Lecturer	Academic Quality Assurance Study Programme	Study Programme Coordinator of Balinese Language Education
SEMESTER LESSON PLAN 1. Course Identity Study Programme : Balinese Language Education Course : Balinese Script Transliteracy Course Code : BLIS120406 Cluster of Courses : Core Study Course Credit Hours : 2 Degree : S1 Semester : 4 Prerequisite : - Status (compulsory/elective) : Compulsory Name and code of lecturer : Ida Bagus Rai, SS, M.Pd.		
2. Course Description After following this course, students will be able to know the nature of Lontar Text Transliteration and be able to translate papyrus text into Latin letters properly and correctly. 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. material related to the transliteration of lontar texts. Assessment in this course is carried out in the form of: (1) attitude and participation assessment, (2) project-based assignment assessment, (3) Mid-semester Examination, (4) End of semester examination.

3. Learning Outcomes of Study Programmes

ATTITUDE

- 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;

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** 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 in accordance with 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 Course

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.

PLO3 Mastering learning theory, and in-depth Balinese language content which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge

PLO4 Able to integrate learning and innovation skills, mastery of technology and development information career and life skills to become lifelong learners.

5. Description of Lesson Plan

Meeting	Indicators of Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	Students are able to study and understand the Procedure for Transliteration of Lontar Texts 6. Procedure for transliterating Balinese characters on palm leaves	Procedures for Transliteration of Lontar Texts	Lectures, Discussions, Questions and Answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Assessment of activeness in discussions Individual assignments	Ref. A, D,
2	Students are able	Voice and wianjana	Lectures,	2 x 50	assessment	Ref. B, G

	to study and understand voice and wianjana 1. scripts. Can transliterate voice and wianjana characters on palm leaves.	scripts	discussions, questions and answers, and exercises.	minutes of study, 2 x 60 minutes structured, 2 x 60 minutes self-	Presentation Assessment of activeness in discussions Individual assignments	
3	Students are able to study and understand voice 1. letters. Can transliterate voice letters on palm leaves.	Voice characters.	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in the discussion	Ref. A, B
4	Students are able to study and understand character curation. 1. Can transliterate character affixes on palm leaves. Character	curation	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in solving problems given / discussion and exercises	Ref. B, H

5	<p>Students are able to study and understand Pengange tengenan</p> <p>1. Can translate pengange tengenan on palm leaves</p>	<i>Pengangge tengenan</i>	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussions and exercises	Ref. B, G, C
6	<p>Students are able to study and understand sound interference.</p> <p>1. Can transliterate sound interference on palm leaves.</p>	Voice accompaniment	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in discussion	Ref. B, C, G
7	<p>Students are able to study and understand script hangers and attachments.transl ate script</p> <p>1. Canhangers and attachments on palm leaves</p>	script characters.	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y x 50	Assessment of activeness in discussions and doing exercises	Ref. B

	to Latin					
8	MIDDLE SEMESTER EXAM					
9	Students are able to study and understand Ceciren papaosan 1. Can translate ceciren papaosan on palm leaves to the Latin letter	<i>Ceciren papaosan</i>	Lectures, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in Questions and Answers Portfolio 	Ref. B
10	Students are able to study and understand project assignments. 1. Can transliterate papyrus manuscripts.	project assignments	Lecture, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> Assessment of activity in Q&A 	Ref. B
11	Students are able to study and understand project assignments. 1. Can	project assignments	Lecture, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activity in Q&A	Ref. E, B,

	transliterate papyrus manuscripts.					
12	Students are able to study and understand project assignments. 1. Can transliterate papyrus manuscripts.	project assignments	Lecture, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activeness in questions and answers and doing exercises	Ref. B
13	Students are able to study and understand project assignments. 1. Can transliterate papyrus manuscripts.	project assignments	Lecture, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activeness in questions and answers and doing exercises	Ref. A, B, G
14	Students are able to study and understand project assignments. 1. Can transliterate	project assignments	Lecture, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	Assessment of activeness in questions and answers and doing exercises	Ref. A, B, G

	papyrus manuscripts.					
15	Students are able to study and understand project assignments. 1. Can transliterate papyrus manuscripts.	project assignments	Lecture, discussions, questions and answers, and exercises.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independent	<ul style="list-style-type: none"> ● Individual assignments Project Assessment Refs	A, B, E,
16	SEMESTER FINAL EXAM					

6. List of References

- a. Sadtono. E. 1985. Translation Guidelines. Jakarta. Department of Education and Culture.
- b. Suryawinata, Zulchridin. 2007. Translation (Language Theory & Practical Guide to Translating). Yogyakarta. Canisius.
- c. high. I Nengah. 1984. Grammar of Bali Ringkes Volume I. Singaraja.

7. Appendix 1: Sources of Subjects: Books Translation, Modules, power point handouts, etc.

8. Appendix 2: Problem test, test performance, rubric, observation sheets etc.

SEMESTER LESSON PLAN

TRADITIONAL JAVANESE POETRY




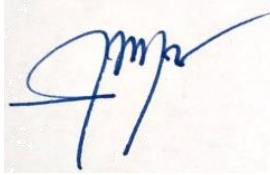


Lecturer:

I KADEK MUSTIKA, S.Pd.B.,M.Pd

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
GANESHA UNIVERSITY OF EDUCATION

2021

	SEMESTER LESSON PLAN	PBB-RPS LEARNING
	TRADITIONAL JAVANESE POETRY	Revision : 02
		Date : January 31, 2021 Pages: 10 pages
Created by:  I Kadek Mustika, S.Pd.B.,M.Pd NIP. - Lecturer	Review By:  Ida Ayu Sukma Wirani, SS,M.Pd NIP. 198312152008122002 Academic Quality Assurance Study Programme	Approved By:  Ida Bagus Rai, SS,M.Pd NIP . 196802042008011009 Study Programme Coordinator of Balinese Language Education

1. Description of Lesson Plan

Meeting	Indicators of Learning Outcomes	Study Materials	Learning Forms	Time	Assignment and Assessment	References
1	Describes Balinese literature, especially songs	Balinese Literature	Lectures, discussions, questions and answers, presentations	2 x 50 minutes	Work group, Assessment of assignments and presentations	1) Tinggen, I Nengah “Aneka Sari” (page 13) 2) Gautama, Wayan Budha

						(2007). Balinese Literature Case.
2	Explaining the song as part of literature	The Periodization of Balinese Literature	<i>Lectures</i> , discussion, question and answer, presentation	2 x 50 minutes	Group work, Task assessment and presentation	1) Tinggen, I Nengah “Aneka Sari” (page 13) 2) Gautama, Wayan Budha (2007) . Balinese Literature Case.
3	Describe the structure and types of <i>geguritan</i>	Text <i>Geguritan</i> Structure of <i>Geguritan</i>	<i>Lectures</i> , discussions, questions and answers, presentations	2 x 50 minutes	Group work, assessment of assignments and presentations by	1) Ida Pedanda Putra Kemenuh (1983). <i>Geguritan</i> Dharma Prawretti 2) Jlantik, Ida Ketut (1982). <i>Geguritan</i> Sucita I
4	Analyzing the values of <i>Geguritan</i>	Text of <i>Geguritan</i> Values <i>Geguritan</i>	<i>Lectures</i> , discussions, questions and answers, presentations	2 x 50 minutes	Group work, Task assessment (analyzing the educational	1) Ida Pedanda Putra Kemenuh (1983) .

					values of Geguritan) and presentations by	Geguritan Dharma Prawretti 2) Jlantik, Ida Ketut (1982). I Sucita Geguritan
5	Practicing <i>mabebasan</i> tradition	<i>Mabebasan</i>	<i>Lectures</i> , discussions, question and answer, practice direct	2 x 50 minutes	group work, assignments and presentations Assessment	1) Development Team (2017). Guidelines forPasantian 2) Ida Pedanda Putra Kemenuh(19 83). Geguritan Dharma Prawretti
6	Developing <i>Pupuh Sinom</i>	Text of <i>Pupuh Sinom Guru nding ndong</i>	<i>Lectures</i> , discussions, questions and answers, hands-on practice	2 x 50 minutes	Practice/perform ance of theProject	1) Ida Pedanda PutraKemen uh (1983). Geguritan Dharma Prawretti 2) Jlantik, Ida Ketut (1982). Geguritan Sucita I
7	Developing <i>Pupuh Ginada</i>	Text of <i>Pupuh Ginada Guru nding ndong</i>	<i>Lectures</i> , discussions, questions and answers,	2 x 50 minutes	Practice/perform ance of theProject	1) Ida Pedanda Putra Kemenuh(19

			hands-on practice			83). Geguritan Dharma Prawretti 2) Jlantik, Ida Ketut (1982). Geguritan Sucita I
8	MIDDLE SEMESTER EXAM					
9	Developing <i>Pupuh Ginanti</i>	Text <i>Pupuh Ginanti Guru nding ndong</i>	<i>Lectures</i> , discussions, questions and answers, hands-on practice	2 x 50 minutes	Practice/perfor- mance of theProject	1) Ida Pedanda Putra Kemenuh(19 83). Geguritan Dharma Prawretti 2) Jlantik, Ida Ketut (1982). Geguritan Sucita I
10	Developing <i>Pupuh Durma</i>	Text <i>Pupuh Durma Guru nding ndong</i>	<i>Lectures</i> , discussion, question and answer, hands-on practice	2 x 50 minutes	Practice/perfor- mance of theProject	1) Ida Pedanda Putra Kemenuh(19 83). Geguritan Dharma Prawretti 2) Jlantik, Ida Ketut (1982).

						Geguritan Sucita I
11	Developing <i>Pupuh Semarandana</i>	Text of <i>Pupuh Semarandana Guru nding ndong</i>	<i>Lectures</i> , discussions, questions and answers, hands-on practice	2 x 50 minutes	Practice/performance of theProject of	1) Ida Pedanda PutraKemenuh (1983). Geguritan Dharma Prawretti 2) Jlantik, Ida Ketut (1982). Geguritan Sucita I
12	Developing <i>Pupuh Pangkur</i>	Text of <i>Pangkur Guru nding ndong</i>	<i>Lectures</i> , discussions, questions and answers, hands-on practice	2 x 50 minutes	Practice/performance of theProject	1) Ida Pedanda Putra Kemenuh(1983). Geguritan Dharma Prawretti 2) Jlantik, Ida Ketut (1982). Geguritan Sucita I
13	Developing <i>Pupuh Pucung and Maskumambng</i>	Texts of <i>Pupuh Pucung and Maskumambang Guru nding ndong</i>	<i>Lectures</i> , discussions, questions and answers, hands-on practice	2 x 50 minutes	Practice/performance of theProject	1) Ida Pedanda Putra Kemenuh(1983). Geguritan Dharma Prawretti 2) Jlantik, Ida

						Ketut (1982). Geguritan Sucita I
14	Developing <i>Pupuh Mijil</i>	Texts of <i>Mijil Guru nding ndong</i>	<i>Lectures</i> , discussions, questions and answers, hands-on practice	2 x 50 minutes	Practice/performance of the Project	1) Ida Pedanda Putra Kemenuh (1983). Geguritan Dharma Prawretti 2) Jlantik, Ida Ketut (1982). Geguritan Sucita I
15	Developing the <i>Pupuh Dangdang Gula</i>	Text for the <i>Pupuh Dangdang Gula Guru nding ndong</i>	<i>Lectures</i> , discussions, questions and answers, hands-on practice	2 x 50 minutes	Practice/performance of the Project	1) Ida Pedanda Putra Kemenuh (1983). Geguritan Dharma Prawretti 2) Jlantik, Ida Ketut (1982). Geguritan Sucita I
16	SEMESTER FINAL EXAM					

2. List of References

- 1) Ida Pedanda Putra Kemenuh. 1983. *Geguritan Dharma Prawretti*. Singaraja: Indrajaya Bookstore
- 2) Jlantik, Ida Ketut. 1982. *Geguritan Sucita I*. Denpasar: Kayumas Agung

- 3) Gautama, Wayan Budha.2007. *Balinese Literature Case*. Denpasar: Kayumas Agung
- 4) Pardana, Wayan.2005. *Song of the Panca Yadnya*. Singaraja: Indrajaya
- 5) Sutardjo Bookstore, Imam.2014. *Javanese Song*. Solo: Bukutuju.
- 6) .2017 Drafting Team. *Assurance Guidelines*.Denpasar: Culture Office of BaliProvince
- 7) Tinggen, I Nengah 1990. *Aneka Sari*. Singaraja: Rhika Dewata

3. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc.

Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.




5th SEMESTER
SEMESTER LESSON PLAN
(MANUSCRIPT CONSERVATION)



Lecturer:

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

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	Doc No: FBS PBB-RPS-506
	(MANUSCRIPT CONSERVATION) BLIS120506	Revision: 02
		Date: 31 January 2021 Page: 7 Pages
Made by:  I Wayan Gede Wisnu, S.S., M. Si. NIP.198403172008012002	Checked by:  Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002	Approved by:  Ida Bagus Rai, S.S., M.Pd. NIP.196802042008011009
Lecturer	Assurance of study programme academic quality	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : Balinese Language Education</p> <p>Course Name : Manuscript Conservation</p> <p>Course Code : BLIS120506</p> <p>Course Group : Core Study Course</p> <p>Credit Hours weight : 2</p> <p>Level : Bachelor degree</p> <p>Semester : Odd</p> <p>Prerequisite : -</p> <p>Status (required/optional) : Required</p> <p>Lecturer name and code : I Wayan Gede Wisnu, S.S., M. Si.</p>		

2. Course Description

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.

3. Learning Outcomes of the Referred Study Programme

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 methodologies, 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 Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and uses humanities values in their field of expertise;

SPECIFIC SKILL

- 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

2. Course Learning Outcomes

- 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;
- 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;

3. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Duration	Assignments and Assessments	Reference
1	Students can explain 1. Objectives of	1. Objectives of the course 2. Scope of courses	Discussion Question and answer	2 x 50 minutes of learning, 2 x	Assessment of activity in question and	Baried, Siti Baroroh dkk. 1985.

	<p>the course</p> <p>2. Scope of courses</p> <p>3. Lecture implementation policy</p> <p>4. Learning outcomes assessment policy</p> <p>5. Tasks to complete</p> <p>6. Textbooks used and other learning resources</p> <p>7. Other things that are essential in the implementation of lectures.</p>	<p>3. Lecture implementation policy</p> <p>4. Learning outcomes assessment policy</p> <p>5. Tasks to complete</p>		<p>60 minutes structured, 2 x 60 minutes independently</p>	<p>answer and discussion</p>	<p><i>Pengantar Teori Filologi</i>. Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana</p> <p>Suarka, I Nyoman. 2018. "Pelestarian Naskah Lontar dalam rangka Pelestarian Khazanah Kebudayaan Bali" (Makalah). Singaraja: UNDIKSHA</p>
2	<p>Students can explain script meaning</p>	<p>script meaning</p>	<p>Discussion</p> <p>Question and answer</p>	<p>2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently</p>	<p>Assessment of activity in question and answer and discussion</p>	<p>Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i>. Jakarta: Departemen Pendidikan dan Kebudayaan.</p>

						<p>Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana</p> <p>Suarka, I Nyoman. 2018. "Pelestarian Naskah Lontar dalam rangka Pelestarian Khazanah Kebudayaan Bali" (Makalah). Singaraja: UNDIKSHA</p>
3	Students can explain the history of script development in Bali	History of script development in Bali	Discussion Question and answer	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	<p>Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i>. Jakarta: Departemen Pendidikan dan Kebudayaan.</p> <p>Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah</p>

						<p>Pengantar” (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018. “Pelestarian Naskah Lontar dalam rangka Pelastarian Khazanah Kebudayaan Bali” (Makalah). Singaraja: UNDIKSHA</p>
4	Students can explain the meaning of manuscript conservation	the meaning of manuscript conservation	Discussion Question and answer	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	<p>Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i>. Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. “Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas Udayana</p>

						Suarka, I Nyoman. 2018. “Pelestarian Naskah Lontar dalam rangka Pelastarian Khazanah Kebudayaan Bali” (Makalah). Singaraja: UNDIKSHA
5	Students can explain manuscript conservation purposes	Manuscript conservation goals	Discussion Question and answer	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	Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i> . Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. “Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018. “Pelestarian Naskah Lontar dalam rangka Pelastarian

						Khazanah Kebudayaan Bali” (Makalah). Singaraja: UNDIKSHA
6	Students can explain aspects of manuscript conservation	Aspects of manuscript conservation	Discussion Question and answer	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	Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i> . Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. “Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018. “Pelestarian Naskah Lontar dalam rangka Pelestarian Khazanah Kebudayaan Bali” (Makalah). Singaraja: UNDIKSHA
7	Students can	manuscript	Discussion	2 x 50	Assessment of	Baried, Siti

	explain manuscript conservation goals	conservation goals	Question and answer	minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	activity in question and answer and discussion	Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i> . Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018. "Pelestarian Naskah Lontar dalam rangka Pelestarian Khazanah Kebudayaan Bali" (Makalah). Singaraja: UNDIKSHA
8	MIDTERM EXAM					
9	Students can explain types of manuscript conservation	types of manuscript conservation	Discussion Question and answer	2 x 50 minutes of learning, 2 x 60 minutes structured, 2	Assessment of activity in question and answer and discussion	Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i> .

				x 60 minutes independentl y		Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. “Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018. “Pelestarian Naskah Lontar dalam rangka Pelastarian Khazanah Kebudayaan Bali” (Makalah). Singaraja: UNDIKSHA
10	Students can understand the procedures for preserving manuscripts	Manuscript conservation procedures I	Discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in questions and answers, discussions, and training	Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i> . Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017.

						<p>“Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018.</p> <p>“Pelestarian Naskah Lontar dalam rangka Pelastarian Khazanah Kebudayaan Bali” (Makalah). Singaraja: UNDIKSHA</p>
11	Students can understand the procedures for preserving manuscripts	Procedure for manuscript conservation II	Discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in questions and answers, discussions, and training	<p>Baried, Siti Baroroh dkk. 1985.</p> <p><i>Pengantar Teori Filologi</i>. Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017.</p> <p>“Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar:</p>

						Universitas Udayana Suarka, I Nyoman. 2018. "Pelestarian Naskah Lontar dalam rangka Pelestarian Khazanah Kebudayaan Bali" (Makalah). Singaraja: UNDIKSHA
12	Students can understand the procedures for preserving manuscripts	Procedure for manuscript conservation III	Discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Assessment of activity in questions and answers, discussions, and training	Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i> . Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018. "Pelestarian Naskah Lontar

						dalam rangka Pelastarian Khazanah Kebudayaan Bali” (Makalah). Singaraja: UNDIKSHA
13	Students can do a manuscript conservation	Manuscripts to be conserved I	Discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in questions and answers, discussions, and training	Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i> . Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. “Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018. “Pelestarian Naskah Lontar dalam rangka Pelastarian Khazanah Kebudayaan Bali” (Makalah). Singaraja:

						UNDIKSHA
14	Students can do a manuscript conservation	Manuscripts to be conserved II	Discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Assessment of activity in questions and answers, discussions, and training	Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i> . Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018. "Pelestarian Naskah Lontar dalam rangka Pelestarian Khazanah Kebudayaan Bali" (Makalah). Singaraja: UNDIKSHA
15	Students can do a manuscript conservation	Manuscripts to be conserved III	Discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2	Assessment of activity in questions and answers, discussions, and	Baried, Siti Baroroh dkk. 1985. <i>Pengantar Teori Filologi</i> .

				x 60 minutes independentl y	training	Jakarta: Departemen Pendidikan dan Kebudayaan. Nuarca, I Ketut. 2017. “Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas Udayana Suarka, I Nyoman. 2018. “Pelestarian Naskah Lontar dalam rangka Pelastarian Khazanah Kebudayaan Bali” (Makalah). Singaraja: UNDIKSHA
16	FINAL EXAMS					

4. Reference List

Baried, Siti Baroroh dkk. 1985. *Pengantar Teori Filologi*. Jakarta: Departemen Pendidikan dan Kebudayaan.
 Nuarca, I Ketut. 2017. “Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas Udayana
 Suarka, I Nyoman. 2018. “Pelestarian Naskah Lontar dalam rangka Pelastarian Khazanah Kebudayaan Bali” (Makalah). Singaraja: UNDIKSHA

5. Appendix 1

Teaching Resources: Module

6. Appendix 2

Evaluation: Process assessment (attitude, participation, completion of tasks), Product assessment (Middle Test, Final Test)

SEMESTER LESSON PLAN


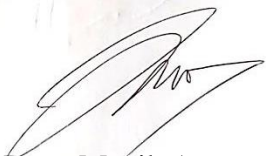

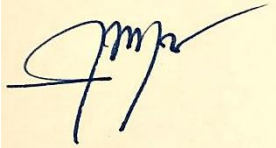
CULTURAL LANGUAGE



Lecturer:

Ida Bagus Putra Manik Aryana, S.S., M.Si.

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	Doc No: FBS PBB-RPS-510
		Revision : 02
	CULTURAL LANGUAGE BLI19510	Date : 31 January 2020
Page: 11 Pages		
Made by:  Ida Bagus Putra Manik Aryana S.S.,M.Si. NIP 197312312008121009	Checked by:  Ida Ayu Sukma Wirani, S.S.,M.Pd. NIP 198312152008122002	Approved by:  Ida Bagus Rai, S.S.,M.Pd. NIP 196802042008011009
Lecturer	Assurance of study programme academic quality	Coordinator of Balinese Language Education Study Programme
<p style="text-align: center;">RENCANA PEMBELAJARAN SEMESTER</p> <p>1. Course Identity</p> <p>Study Programme Name : Balinese Language Education Course Name : Cultural Language Course Code : BLI19510 Course Group : Core Study Course Credit Hours weight : 2 level : S1 Semester : 4 Prerequisite : - Status (required/optional) : Required Nama dan kode dosen : Ida Bagus Putra Manik Aryana, S.S., M.Si.</p>		

2. Course Description

Balinese culture is a culture that has a tremendous appeal to the world community. Even thanks to its culture, Bali has repeatedly occupied the position as the best island in the world in various survey results from world institutions. 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 cultural 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 (*Hasta Bhumi* and *Hasta Kosala-Kosali*), and then introduced to the Balinese calendar system called *Wariga* such as contained in the *Wariga* texts (*Wariga Bhagawan Garga* and *Wariga Krimping*). After understanding the traditional Balinese spatial pattern, students will make a floor plan of their dream house respectively in the perspective of *Hasta Bhumi* and *Hasta Kosala-Kosali*. After understanding the Balinese *Wariga* Traditional Calendar system, students will make *Hala-Hayu Padewasan* and present the results. All *Wariga* group assignments will be combined and compiled into a *Hala-Hayu Padewasan* guide for the next six months at the end of the lecture.

3. Learning Outcomes of the Referred Study Programme

PLO1 Demonstrate scientific, educative, and religious attitudes and behaviors that improve 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.

PLO3 Mastering learning theory, and in-depth Balinese language content, which includes Balinese language curriculum, learning methodology, media and technology, evaluation according to the characteristics of Balinese language content knowledge

PLO5 Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

4. Course Learning Outcomes

1. able to explain the meaning of culture
2. Able to explain the history and human nature
3. Able to design traditional Balinese houses according to *Hasta Bhumi* and *Hasta Kosala-kosali*

4. Able to make *hala-hayuning padawas* according to *Wariga*

5. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Duration	Assignments and Assessments	Reference
1	1. Students can explain the meaning and theory of Culture 2. Students can explain the seven elements of culture 3. Students can explain the form of culture	Cultural Scope	Lectures, discussions and assignments	2 x 50 minutes	Group work and participation	1) I.B Putra Manik Aryana S.S.,M.Si. 2009. <i>Dasar Wariga</i> . Bali Aga: Denpasar. 2) I.B. Putra Manik Aryana S.S.,M.Si.2009. <i>Tenung Wariga</i> . Bali Aga: Denpasar
2	1. Students can explain the history of human origins 2. Students can name ancient human groups	Human evolution theory	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	3) I.B Putra Manik Aryana S.S.,M.Si. Alih Bahasa Lontar Hasta Bhumi-Hasta
3	1. Students can explain the existence of the Australe melanosis race 2. Students can explain the existence of the Mongoloid race	Human races in Indonesia	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
4	1. Students can explain the existence of <i>Hasta Bhumi</i> and <i>Hasta Kosala-Kosali</i> in Balinese culture	<i>Hasta Bhumi & Sang Undagi</i>	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	

	2. Students can explain the types of <i>undagi</i> and the <i>swadharma</i> of the <i>Undagi</i>					Kosala-Kosali. 4) I.B Putra Manik Aryana. Alih Bahasa Lontar Wariga Bhagawan Garga – Wariga Krimping
5	1. Students can explain Balinese spatial patterns 2. Students can draw pictures of traditional Balinese buildings following the principle of <i>Hasta Bhumi/Hasta Kosala-Kosali</i>	Copies of <i>Lontar Hasta Bhumi & Hasta kosala-kosali</i>	Lectures, discussions, performance, Problem Based Learning, and Project-Based Learning.	2 x 50 minutes	Group Assignments , Individual Tasks, and Participation	
6	MIDTERM EXAM					
7	1. Students can the Definition of <i>Wariga</i> 2. Students can explain the <i>Hala-Hayu</i> system at <i>Wewaran Padewasan</i> .	Definition of <i>Wariga</i> <i>Hala-Hayuning Wewaran</i>	Lectures, discussions ,and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
	1. Students can understand the <i>Wuku</i> system 2. Students can understand the <i>Wuku</i> system 3. Students can understand the <i>Wuku</i> system	<i>Hala Hayuning Wuku, Tanggala Pangelong (pratithi) & Sasih</i>	Lectures, discussions and assignments, Problem Based Learning	2 x 50 minutes	Group assignments, midterm assignments, and Participation , assignment reports	
8	Students can make a	Padewasan in the	Lectures,	2 x 50	Group work	

	<i>Hala-Hayu Padewasan</i> calendar in the first month	first month	discussions, and assignments	minutes	and participation	
10	Students can make a <i>Hala-Hayu Padewasan</i> calendar in the second month	<i>Padewasan</i> in the second month	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
11	Students can make a <i>Hala-Hayu Padewasan</i> calendar in the third month	<i>Padewasan</i> in the third month	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
12	Students can make a <i>Hala-Hayu Padewasan</i> calendar in the fourth month of	<i>Padewasan</i> in the fourth month	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
13	Students can make a <i>Hala-Hayu Padewasan</i> calendar in the fourth month of <i>Padewasan</i> in the fourth month	<i>Padewasan</i> in the fifth month	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
14	Students can make a <i>Hala-Hayu Padewasan</i> calendar in the sixth month.	<i>Padewasan</i> in the sixth month	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
15	Students can make a <i>Hala-Hayu</i>	Compilation of <i>Padewasan</i> from the first month to the	Lectures, discussions and assignments, Project-Based	2 x 50 minutes	Group assignments, final assignments,	

	<i>Padewasan</i> calendar	sixth month.	Learning		participation , and final project reports
16	<i>FINAL EXAMS</i>				

6. List of References

7. Appendix 1: Teaching Resources: Books, Modules, Handouts PowerPoint, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN

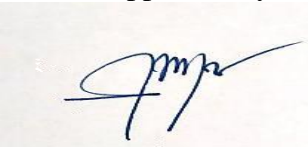
BALINESE LITERACY



Lecturer:

Ida Bagus Made Ludy Paryatna, S.S., M.Pd.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No: FBS PBB-RPS-508
		Revision : 02
	(BALINESE LITERACY) BLIS120508	Date : 31 January 2021
Made by:  Ida Bagus Made Ludy Paryatna, S.S., M.Pd 198317062008121004	Checked by:  Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002	Approved by:  Ida Bagus Rai, S.S., M.Pd 1968102042008011009
Lecturer	Assurance of study programme academic quality	Coordinator of Balinese Language Education Study Programme
<p style="text-align: center;">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : Balinese Language Education Course Name : Balinese Literacy Course Code : BLIS120508 Course Group : Core Study Course Credit Hours weight : 2 Level : S1 Semester : 5 Prerequisite : - Status (required/optional) : Required Lecturer name and code : Ida Bagus Made Ludy Paryatna, S.S., M.Pd. /</p>		

1. Course Description

Balinese Literacy courses is a course that seeks to improve students' abilities and skills in reading, writing, listening, and speaking, as well as digital-based using information technology. They will also be given elementary health-based literacy related to *Usada Bali*. It aims to provide mastery of knowledge and skills developed in the Balinese Language Education Study Programme. The activities carried out are:

(1) students are improved in their abilities in 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 *Usada Bali*.

2. Learning Outcomes of the Referred Study Programme

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 methodologies, 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** Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise;

SPECIFIC SKILL

- 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 application of Balinese language learning systems/models;

- PLO9** Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

3. Course Learning Outcomes

PLO 1 Students are expected to improve their abilities in reading, writing, listening, and speaking skills.

PLO 2 Students can use technology well to support communication in Balinese and learning at school.

PLO 3 Students' ability to understand health literacy related to *Usada Bali*.

4. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Duration	Assignments and Assessments	Reference
1	able to understand the meaning of literacy in	Definition of literacy	1. Lectures 2. discussion 3. group work	2 x 50 minutes of learning, 2 x	Practice individual and group	1,2,3,4,5,6

	general		4. assignment (group and individual) 5. question and answer, 6. review and write.	60 minutes structured, 2 x 60 minutes independentl y	assignments	
2	able to understand the purpose of literacy activities	The purpose of literacy activities	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
3	able to understand the benefits of literacy activities	Benefits of literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	
4	able to understand the principles of literacy	Literacy principles	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
5	able to understand the types of literacy	Types of literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl	Practice individual and group assignments	1,2,3,4,5,6

			answer, 6. review and write.	y		
6	able to understand and apply basic literacy	Basic literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
7	able to understand and apply the types of basic literacy	Basic types of literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
8	MIDTERM EXAM					
9	Able to understand media literacy	media literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
10	Able to understand and apply visual literacy	Visual literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6

11	Able to understand and apply digital literacy	digital literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
12	Able to understand and apply library literacy	library literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
13	Able to understand and apply information literacy.	Information literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
14	Able to understand and apply financial literacy	Financial literacy	1. Lectures 2. discussion 3. group work 4. assignment (group and individual) 5. question and answer, 6. review and write.	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice individual and group assignments	1,2,3,4,5,6
15	Able to understand and apply health literacy.	Health Literacy.	1. Lectures 2. discussion 3. group work 4. assignment (group	2 x 50 minutes of learning, 2 x 60 minutes	Practice individual and group assignments	1,2,3,4,5,6

			and individual) 5. question and answer, 6. review and write.	structured, 2 x 60 minutes independentl y		
16	FINAL EXAMS					

1. Reference List

1. Amanda, Septiany. Link: <https://tirto.id/apa-itu-literasi-digital-prinsip-dasar-manfaat-dan-contohnya-gbhL>
Diunduh tanggal : 22 Juni 2021.
2. Link : <https://penerbitbukudeepublish.com/pengadaan/pengertian-literasi-menurut-para-ahli/>

Penerbit Deepublish. Diunduh tanggal : 21 Juni 2021.
3. Riadi, Muchlisin Link : <https://www.kajianpustaka.com/2019/06/pengertian-jenis-dan-gerakan-literasi.html>
Diunduh tanggal : 22 Juni 2021.
4. Trim, Bambang. Link : <https://manistebu.com/2017/02/literasi-visual/> Diunduh Tanggal : 22 Juni 2021
Link : <https://manistebu.com/2017/02/literasi-visual/> Tanggal : 21 Juni 2021.
5. **Muldian, Wien** Link : <https://www.isipii.org/artikel/perpustakaan-literasi-dan-teknologi-sarana-pengetahuan-milik-rakyat-yang-menjejahterakan> Diunduh 21 Juni 2021.
6. LPMP Lampung, Link : <http://lpmplampung.kemdikbud.go.id/detailpost/enam-literasi-dasar-yang-perlu-dikuasai> Diunduh 21 Juni 2021.

2. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

3. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

SEMESTER LESSON PLAN





(PHILOLOGY)



Lecturer:

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

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	RENCANA PEMBELAJARAN	Doc No: FBS PBB-RPS-502
	SEMESTER	Revision : 02
	(PHILOLOGY)	Date : 31 Januari 2021
	BLIS120502	Page: 11 Pages
Made by:	Checked by:	Approved by:
 I Wayan Gede Wisnu, S.S., M. Si. NIP.198403172008012002	 Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002	 Ida Bagus Rai, S.S., M.Pd. NIP.196802042008011009
Lecturer	Assurance of study programme academic quality	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Identitas Matakuliah</p> <p>Study Programme Name : Balinese Language Education Course Name : Philology Course Code : BLIS120502 Course Group : Core Study Course Credit Hours weight : 2 Level : Bachelor degree Semester : Odd Prerequisite : - Status (required/optional) : Required</p>		

Lecturer name and code : I Wayan Gede Wisnu, S.S., M. Si.

2. Course Description

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 the form of individual tests (Middle test, Final test), task completeness, attendance, and attitude assessment.

3. Learning Outcomes of the Referred Study Programme

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 methodologies, 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 Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in

accordance with their field of expertise;

SPECIFIC SKILL

- 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

1. Course Learning Outcomes

- 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;
- 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;

4. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Duration	Assignments and Assessments	Reference
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1	Students can explain 1. Objectives of the course 2. Scope of courses 3. Lecture implementation policy 4. Learning outcomes assessment policy 5. Tasks to complete 6. Textbooks used and other learning resources 7. Other things that are essential in the implementation of lectures.	1. Objectives of the course 2. Scope of courses 3. Lecture implementation policy 4. Learning outcomes assessment policy 5. Tasks to complete	Discussion Question and answer	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. Baried, Siti Baroroh dkk. 1985. Pengantar Teori Filologi. Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana
2	Students can explain understanding, philology, goals, and philological aids	understanding, philology, goals, and philological aids	Discussion Question and answer	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. Baried, Siti Baroroh dkk. 1985. Pengantar Teori Filologi. Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah

						Pengantar” (Makalah). Denpasar: Universitas Udayana
3	Students can explain history of development of philology	History of the development of philology I	discussion Question and answer	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in question and answer and discussion	1.Baried, Siti Baroroh dkk. 1985. Pengantar Teori Filologi. Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Nuarca, I Ketut. 2017. “Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas Udayana
4	Students can explain history of development of philology	History of the development of philology II	discussion Question and answer	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in question and answer and discussion	1. Baried, Siti Baroroh dkk. 1985. Pengantar Teori Filologi. Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Nuarca, I Ketut. 2017. “Metode Filologi: Sebuah Pengantar” (Makalah). Denpasar: Universitas

						Udayana
5	Students can explain the history of the development of philology	History of the development of philology III	discussion Question and answer	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.Baried, Siti Baroroh dkk. 1985. Pengantar Teori Filologi. Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana
6	Students can explain Scripts, materials, classifications, languages, technologies, and institutions that collect manuscripts	Scripts, materials, types, languages, technologies, and institutions that collect manuscripts	discussion Question and answer	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.Baried, Siti Baroroh dkk. 1985. Pengantar Teori Filologi. Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana
7	Students can explain manuscript research methods	Script research method	discussion Question and answer	2 x 50 minutes of learning, 2 x	Assessment of activity in question and	1.Baried, Siti Baroroh dkk. 1985. Pengantar

				60 minutes structured, 2 x 60 minutes independently	answer and discussion	Teori Filologi. Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana
8	MIDTERM EXAM					
9	Students can explain and apply textual criticism and its methods	Text criticism and its methods	discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Assessment of activity in questions and answers, discussions, and training	1. Baried, Siti Baroroh dkk. 1985. Pengantar Teori Filologi. Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana
10	Students can edit manuscripts written using Balinese script	Manuscripts are written using Balinese script	discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2	Assessment of activity in questions and answers, discussions, and	Balinese script

				x 60 minutes independentl y	training	
11	Students can edit manuscripts written using Balinese script	Manuscripts are written using Balinese script	discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in questions and answers, discussions, and training	Balinese script
12	Students can edit manuscripts written using Balinese script	Manuscripts are written using Balinese script	discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in questions and answers, discussions, and training	Balinese script
13	Students can edit manuscripts written using Balinese script	Manuscripts are written using Balinese script	discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in questions and answers, discussions, and training	Balinese script
14	Students can edit manuscripts written using Balinese script	Manuscripts are written using Balinese script	discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Assessment of activity in questions and answers, discussions, and training	Balinese script

15	Students can edit manuscripts written using Balinese script	Manuscripts are written using Balinese script	discussion Question and answer Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Assessment of activity in questions and answers, discussions, and training	Balinese script
16	FINAL EXAMS					

1. List of References

Baried, Siti Baroroh dkk. 1985. *Pengantar Teori Filologi*. Jakarta: Departemen Pendidikan dan Kebudayaan.
 Nuarca, I Ketut. 2017. "Metode Filologi: Sebuah Pengantar" (Makalah). Denpasar: Universitas Udayana/

2. Appendix 1:

Teaching Resources: Module

3. Appendix 2:

Evaluation: Process assessment (attitude, participation, completion of tasks), Product assessment (Middle test, Final test)

SEMESTER LESSON PLAN




JAVANESE TRADITIONAL SONGS



Lecturer:

I KADEK MUSTIKA, S.Pd.B.,M.Pd

BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

	SEMESTER LESSON PLAN	Doc No : FBS PBB-RPS-
	JAVANESE TRADITIONAL SONGS	Revision : 02
		Date : 31 January 2021
		Page : 13 Pages
<p>Made by:</p>  <p>I Kadek Mustika, S.Pd.B.,M.Pd NIP. -</p>	<p>Checked 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	Assurance of study programme academic quality	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : Balinese Language Education</p> <p>Course Name : <i>Wirama</i></p> <p>Course Code : BLIS120408</p> <p>Course Group : Study Programme Specific Courses</p> <p>Credit Hours weight : 2</p> <p>Level : Bachelor degree</p> <p>Semester : Odd</p> <p>Prerequisite : <i>Tembang//Kidung</i></p> <p>Status (required/optional) : Required</p> <p>Lecturer name and code : I Kadek Mustika, S.Pd.B.,M.Pd</p>		

2. Course Description

This course is a course that aims to equip students with knowledge and competence in the field of *wirama/kakawin* as part of Balinese literature using the Old Javanese language. Several aspects are emphasized in this course: the concept of *kakawin* as part of literature, the study of *kakawin* texts, techniques, and practice of reading *wirama*.

In the practical aspect, students are invited to read *kakawin* according to the correct rules (*guru laghu*). Several types of rhythms (*wirama*) are the minimum competencies that must be achieved, namely *wirama Sronca*, *Mandamalon*, *Swandewi*, *Indrawangsa*, *Basanta Tilaka*, *Widara Gumulung*, *Wirat Jagadhita*, *Mredukomala*, *Pratwitala*, and *Sardula Wikridhita*.

3. Learning Outcomes of the Referred Study Programme

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 methodologies, 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** Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values by their field of expertise;

SPECIFIC SKILL

- 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 application of Balinese language learning systems/models;
- PLO9** Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

2. Course Learning Outcomes**ATTITUDE**

PLO1. Demonstrate scientific, educative, and religious attitudes and behaviors that improve the quality of life for the community, nation, and state based on academic norms and ethics based on THK values.

KNOWLEDGE

PLO2. Mastering the concept of educational philosophy (pedagogics) of language to improve the quality of language learning processes and outcomes.

PLO3: Mastering knowledge of pedagogic content in language to generate innovations to solve language education and learning problems.

PLO4: Mastering knowledge related to scientific ethics in implementing and communicating knowledge and research by utilizing developments in technology and communication.

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: Able to develop and publish logical, critical, systematic, and creative thinking through scientific research with an interdisciplinary or multidisciplinary approach, which pays attention to and applies humanities values according to language expertise and learning.

SPECIFIC SKILL

PLO7: Able to solve language problems and their learning through interdisciplinary and multidisciplinary approaches.

PLO8: Able to analyze language and its learning through inter or multidisciplinary research as a manifestation of the ability to adapt to the environment to produce innovative and tested work.

3. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Duration	Assignments and Assessments	Reference
1	Describe <i>kakawin</i> as Balinese literature	Balinese Literature	Lectures, discussions, questions and answers, presentations	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Work in a group, Assessment of assignments and presentations	2. Tim Penyusun (2017). Pedoman Pasantian 3. Sugriwa, I G.B (1977). Penuntun Pelajaran Kakawin 4. Zoetmulder (1990). Kalangwan.
2	Describe the development history of <i>kakawin</i>	<i>Kakawin</i> development history Central Java, East Java, and Bali Period	Lectures, discussions, questions and answers, presentations	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Work in a group, Assessment of assignments and presentations	1) Tim Penyusun (2017). Pedoman Pasantian 2) Sugriwa, I G.B (1977). Penuntun Pelajaran Kakawin 3) Zoetmulder (1990). Kalangwan.

3	Analyzing the structure/rules of <i>kakawin</i>	Kakawin Text <i>Guru laghu wreta matra</i>	Lectures, discussions, questions and answers, presentations	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Group work, assessment of written assignments (analyzing <i>guru laghu</i> on the <i>kakawin Ramayana</i> text), and presentations	1) Tim Penyusun (2017). Pedoman Pasantian 2) Sugriwa, I G.B (1977). Penuntun Pelajaran Kakawin 3) Zoetmulder (1990). Kalangwan.
4	Studying <i>Kakawin</i> Text	<i>Kakawin Ramayana, Arjuna Wiwaha</i> and <i>Bharatayuddha</i> texts	Lectures, discussions, questions and answers, presentations	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Group work, assessment of written assignments (analyzing <i>guru laghu</i> on the <i>kakawin Ramayana</i> text), and presentations	1) Tim Penyusun (2017). Pedoman Pasantian 2) Sugriwa, I G.B (1977). Penuntun Pelajaran Kakawin 3) Zoetmulder (1990). Kalangwan.
5	Free practice of <i>ngwacen</i> and <i>negesin</i>	Order guide Free Practice	Lectures, discussions, questions and answers, presentations	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes	Practice/performance Project	1) Tim Penyusun (2017). Pedoman Pasantian

				independentl y		2) Sugriwa, I G.B (1977). Penuntun Pelajaran Kakawin 3) Zoetmulder (1990). Kalangwan.
6	Developing <i>Wirama Sronca</i>	<i>Wirama Sronca</i> text	Lectures, discussions, questions and answers, presentations	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice/perfor mance Project	1) Tim Penyusun (2001). Ramayana
7	Developing the <i>wirama Mandamalon</i>	<i>Wirama Mandamalon</i> text	Lectures, discussions, questions and answers, presentations	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice/perfor mance Project	1) Menaka, Made (1983). Kakawin Arjuna Wiwaha
8	MIDTERM EXAM					
9	Developing <i>Swandawi Wirama</i>	<i>Wirama Swandewi</i> text	Lectures, discussions, questions and answers, hands-on practice	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independentl y	Practice/perfor mance Project	1) Tim Penyusun (2001). Ramayana 2) Menaka, Made (1983). Kakawin

						Arjuna Wiwaha
10	Developing <i>Wirama Indrawangsa</i>	<i>Wirama Indrawangsa</i> text	Lectures, discussions, questions and answers, hands-on practice	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice/performance Project	1) Menaka, Made (1983). <i>Kakawin Arjuna Wiwaha</i>
11	Developing <i>wirama Basanta tilaka</i>	<i>Wirama Basantatilaka</i> text	Lectures, discussions, questions and answers, hands-on practice	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice/performance Project	1) Tim Penyusun (2001). <i>Ramayana</i> 2) Seregeg, I Wayan (2008). <i>Kakawin Bharatayuddha</i>
12	Developing <i>wirama Widara Gumulung</i>	<i>Wirama Widara Gumulung</i> text	Lectures, discussions, questions and answers, hands-on practice	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice/performance Project	1) Tim Penyusun (2001). <i>Ramayana</i> 2) Seregeg, I Wayan (2008). <i>Kakawin Bharatayuddha</i>
13	Developing <i>wirama Wirat Jagadhita</i>	<i>Wirama Wirat Jagadhita</i> text	Lectures, discussions, questions and	2 x 50 minutes of learning, 2 x	Practice/performance Project	1) Seregeg, I Wayan

			answers, hands-on practice	60 minutes structured, 2 x 60 minutes independently		(2008). Kakawin Bharatayuddha
14	Developing the <i>wirama Mredukomala</i>	<i>Wirama Mredukomala</i> text	Lectures, discussions, questions and answers, hands-on practice	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice/performance Project	1) Menaka, Made (1983). Kakawin Arjuna Wiwaha
15	Developing the <i>wirama Sardula Wikridhita</i>	<i>Wirama Sardula Wikridhita</i> text	Lectures, discussions, questions and answers, hands-on practice	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Practice/performance Project	1) Tim Penyusun (2001). Ramayana 2) Menaka, Made (1983). Kakawin Arjuna Wiwaha
16	FINAL EXAMS					

1. List of References

- 1) Adnyana, Gede Agus Budi.2004. *Susastra Hindu Nusantara*. Denpasar: Gandapura
- 2) Medera, Nengah.1997. *Kakawin dan Mabebasan di Bali*. Denpasar: Upada Sastra
- 3) Menaka, Made.1983. *Kakawin Arjuna Wiwaha*. Singaraja: Toko Buku Indrajaya
- 4) Seregeg, I Wayan.2008. *Kakawin Bharatayuddha*.Buleleng: Desa Patas
- 5) Suarka, I Nyoman.2009. *Telaah Sastra Kakawin*.Denpasar: Pustaka Larasan
- 6) Sugriwa, I G.B.1977. *Penuntun Pelajaran Kakawin*. Denpasar: Pimpro Sasana Budaya Bali

- 7) Tim Penyusun.2017. *Pedoman Pasantian*.Denpasar: Dinas Kebudayaan Provinsi Bali
- 8) Tim Penyusun. 2001. *Ramayana*. Denpasar: Dinas Pendidikan Dasar Propinsi Bali
- 9) Tim Penyusun.1993. *Sutasoma*. Denpasar: Dinas Pendidikan Dasar Propinsi Daerah Tingkat 1 Bali
- 10) Zoetmulder.1990. *Kalangwan*. Jakarta: PT Gramedia Pustaka Utama.

2. Appendix 1: Teaching Resources: Books, Modules, Power point Handouts, etc

3. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN





SLOKA READING



Lecturer:

Ida Bagus Putra Manik Aryana, S.S., M.Si.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No: FBS PBB-RPS-212
	SLOKA READING	Revision : 2
		Date: 31 January 2021 Page: 10 Pages
<p>Made by:</p>  <p>Ida Bagus Putra Manik Aryana S.S., M.Si.. NIP 197312312008121009</p> <p>Lecturer</p>	<p>Checked by:</p>  <p>Ida Ayu Sukma Wirani, S.S.,M.Pd. NIP 198312152008122002</p> <p>Assurance of study programme academic quality</p>	<p>Approved by:</p>  <p>Ida Bagus Rai, S.S.,M.Pd. NIP 196802042008011009</p> <p>Coordinator of Balinese Language Education Study Programme</p>
<p align="center">RENCANA PEMBELAJARAN SEMESTER</p> <p>1. Course Identity</p> <p>Study Programme Name : Balinese Language Education Course Name : Sloka Reading Course Code : BLIS120212 Course Group : Core Study Course Credit Hours weight : 2 Level : Bachelor degree Semester : Odd Prerequisite : - Status (required/optional) : Required Lecturer name and code : Ida Bagus Putra Manik Aryana S.S., M.Si.</p>		

2. Course Description

The Sloka Reading course aims to provide knowledge about the rules for developing the *Mantra Sloka* and *Parwa Sloka* in the repertoire of Bali *Purwa* literature. The *mantra* verse is a system of *chanting mantras* with the pattern of reciting thirty-two syllables of *mantras* following the *guru* and *laghu*, as in *Sarasamuccaya*, *Bhagavadgita*, and in mantras which have thirty-two syllables in one stanza.

In this course, the procedure for reading *palawakya* is also given. *Palawakya* readings follow the rules of short sound length when reading Balinese literature in prose. This *palawakya* reading is usually used when reading *adi parwa*, *Putru*, *babad*, *pamancangah*, and other classical Balinese literatures in prose.

In this Reading *Sloka* course, students will be introduced to the rules for developing the *mantra* and *palawakya sloka*. Practice developing the *sloka* of *mantras* and *palawakya*. At the end of the lecture, there will be an assessment of the ability of students to develop *sloka* (*ngwacen sloka*) in the field, directly at Balinese traditional ceremonies and Hinduism in Balinese traditional village communities. The type of verse is adjusted to the ongoing *Panca Maha Yadnya*.

3. Learning Outcomes of the Referred Study Programme

- PO1 Demonstrate scientific, educative, and religious attitudes and behaviors, which improve the quality of life in society, nation, and state based on academic norms and ethics.
- PO2 Mastering educational theory, Balinese language science, and Balinese language education in general.
- PO3 Mastering learning theory, and Balinese language content in depth which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge
- PO5 Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

4. Course Learning Outcomes

1. able to understand the meaning of *sloka* and the theory of reading *sloka*
2. able to study the characteristics of reading *sloka mantra* and *palawakya*.
3. able to recite the *Sloka Mantra Sarasamuscaya* and *Bhagavadgita*
4. Able to develop classical Balinese literature in prose in the community carrying out the *Panca Maha Yadnya*.

5. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Durati on	Assignments and Assessments	Reference
1	1. Students can understand the meaning of the <i>sloka</i> 2. Students can explain the parts of the <i>sloka</i>	<i>Sloka</i> in Balinese Culture	Lectures, discussions, and assignments	2 x 50 minute s	Group work and participation	<ol style="list-style-type: none"> 1. T.Goundriaan & C.Hooykaas. 2000. "Stuti dan Stava". Paramita:Surabaya. 2. Tim Penyusun dinas pendidikan dasar pemprov Bali. 1997. "Adi Parwa". Percetakan Bali:Denpasar. 3. I Made Menaka. 2002. "Sarasamucca ya". Indrajaya : Singaraja. 4. I Made Menaka. 1990. "Bhagavadgita". Yayasan Kawi Sastra Mandala : Singaraja. 5. Lontar Putru Pasaji 6. Lontar Putru Paselang 7. Lontar Putru Sangaskara
2	1. Students can understand the rules of the <i>guru laghu Sloka Mantra</i>	<i>Sloka Mantra</i>	Lectures, discussions, and assignments	2 x 50 minute s	Group work and participation	
3	1. Students can explain the rules of the <i>Gayatri Mantra</i> song 2. Students can develop the <i>sloka Gayatri Mantra</i>	<i>Gayatri Mantra</i>	Lectures, discussions, and assignments	2 x 50 minute s	Group work and participation	
4	1. Students can explain the rules of the <i>Narayana Mantra</i> verse song 2. Students can develop the <i>Narayana Mantra</i>	<i>Narayana Mantra</i>	Lectures, discussions, and assignments	2 x 50 minute s	Group work and participation	
5	1. students can explain the rules for developing	<i>Siwa Mantra, papoham mantra, mahadewa mantra, dan</i>	Lectures, discussions, and assignments	2 x 50 minute s	Group work and participation	

	<i>Shiva Mantra sloka, papoham mantras, mahadewa mantras, and dosah mantras</i>	<i>dosah mantra</i>				
6	MIDTERM EXAM					
7	1. Students can understand the rules for developing <i>Sloka Sarasamuscaya</i> 2. Students can develop the <i>Sloka Mantra Sarasamuscaya</i>	<i>Sarasamuscaya</i>	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
7	1. Students can understand the rules for developing the <i>Bhagavadgita Sloka</i> 2. Students can recite the <i>Bhagavadgita Mantra Sloka</i>	<i>Bhagavadgita</i>	Lectures, discussions, and assignments	2 x 50 minutes	Group assignments, midterm assignments, and Participation, assignment reports	
9	1. Students understand the rules of reading	<i>Adiparwa</i>	Lectures, discussions, and	2 x 50 minutes	Group work and participation	

	<i>Adiparwa palawakya</i> 2. Students can read <i>Palawakya Adiparwa</i>		assignments			
10	1. Students understand the rules of reading <i>Adiparwa palawakya</i> 2. Students can read <i>Palawakya Adiparwa</i>	<i>Adiparwa</i>	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
11	1. Students understand the rules of reading the <i>Palawakya Putru Paselang</i> 2. Students can read <i>Putru Paselang</i>	<i>Putru Paselang</i>	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
12	1. Students understand the rules for reciting <i>palawakya Putru Sangaskara</i> 2. Students can read <i>Putru Sangaskara</i>	<i>Putru Sangaskara</i>	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
13	1. Students understand the rules for reciting <i>palawakya Putru</i>	<i>Putru Sangaskara</i>	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	

	<i>Sangaskara</i> 2. Students can read <i>Putru Sangaskara</i>					
14	1. Students understand the rules for reciting <i>palawakya Putru Sangaskara</i> 2. Students read <i>Putru Sangaskara</i> in the community who carried out the <i>Pitra Yadnya</i> ceremony	<i>Puru Sangaskara</i> Reading Experience	Lectures, discussions, and assignments, Project-Based Learning	2 x 50 minutes	Group work and participation	
15	1. Students understand the rules for reciting <i>palawakya Putru Sangaskara</i> . 2. Students read <i>Putru Sangaskara</i> in the community who carried out the <i>Pitra Yadnya</i> ceremony	<i>Puru Sangaskara</i> Reading Experience	Lectures, discussions, and assignments, Project-Based Learning	2 x 50 minutes	Group assignments, semester final assignments and participation, semester final project reports	
16	FINAL EXAMS					

1. List of References

2. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

3. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

RENCANA PEMBELAJARAN SEMESTER (RPS)





HOSTING



Lecturer:

Ida Bagus Putra Manik Aryana, S.S., M.Si.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN		Doc No: FBS PBB-RPS-506
	HOSTING		Revision : 2
			Date: 31 January 2021
			Page: 7 Pages
<p>Made by:</p>  <p>Ida Bagus Putra Manik Aryana S.S.,M.Si. NIP 197312312008121009</p>	<p>Checked 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	Assurance of study programme academic quality	Coordinator of Balinese Language Education Study Programme	
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Identitas Matakuliah</p> <p>Study Programme Name : Balinese Language Education Course Name : Hosting Course Code : BLI19506 Course Group : Inti Keilmuan Credit Hours weight : 2 Level : Bachelor degree Semester : 5 Prerequisite : - Status (required/optional) : Required Nama dan kode dosen : Ida BAGus Putra Manik Aryana S.S.,M.Si.</p>			

2. Course Description

The civil service course is a course that aims to introduce and train students to be skilled at being a Balinese-language event guide, especially those related to traditional Balinese cultural event processions. For example, the ceremony of *Dewa Yadnya*, *Pitra Yadnya*, *Rsi Yadnya*, *Manusa Yadnya*, *Bhuta Yadnya* etc.

This course teaches students tips on how to prepare before hosting an event in hosting an event and after hosting an event. They are also taught how to present formal, semi-formal, and informal categories of events.

In this lecture, students learn to present a formal event for the opening of the Balinese Language Month of the Provincial Government of Bali, to host semi-formal events in Balinese-language campus seminars and Balinese cultural ceremonies such as the *Nelu Bulanin*, *Ngotonin*, *Macaru*, *Pamadikan*, *Nelokin Anten* events, etc.

3. Learning Outcomes of the Referred Study Programme

PO1 Demonstrate scientific, educative, and religious attitudes and behaviors, which improve the quality of life in society, nation and state based on academic norms and ethics.

PO2 Mastering educational theory, Balinese language science, and Balinese language education in general.

PO3 Mastering learning theory, and Balinese language content in depth which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge

PO5 Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

4. Course Learning Outcomes

1. able to explain the meaning of the narrator

2. able to explain the theory of sanity

3. able to prepare the infrastructure facilities

4. Able to appear as a host in various events

5. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Duration	Assignments and Assessments	Reference
1	1. Students can explain the meaning of narrator and sanity 2. Students can explain the scope of sanity	Definition of host, hosting, and hosting scope	Lectures, discussions and assignments	2 x 50 minutes	Group work and participation	5. Asul Wiyanto & Prima K. Astuti.2002. 'Terampil Membawa Acara. Jakarta: Grasindo. 6. Disbud Bali. 2003 "Sor Singgih Bahasa Bali, Imba Mabebaosan Nganggen Basa Bali". Denpasar: Disbud Bali. 7. Kersteen, J,S.V.D. 1970. "Tata Bahasa Bali". Ende Flores:Amoldus.
2	Students can explain the formulation of the theory of sanity B-C-A-E	Formula B-C-A-E	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
3	1. Students can explain the theory of captivating 2. students can explain the theory of generating interest	Captivate and generate interest	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
4	Students can explain the types of events from formal to informal	Types of Events	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
5	Students can name the duties of a host	Host duties	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
6	MIDTERM EXAM					
7	Students can prepare	Pre-event preparation Event preparation	Lectures,	2 x 50	Group work and	

	host property facilities	Post-event reflection	discussions, and assignments, Problem Based Learning	minutes	participation	
7	Students can appear as hosts in various events	<i>Dewa Yadnya event</i>	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
8	Students can appear as hosts in various events	<i>Pitra Yadnya event</i>	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
10	Students can appear as hosts in various events	<i>Manusa Yadnya event</i>	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
11	Students can appear as hosts in various events	Balinese Language Month Virtual Discussion Event	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
12	Students can appear as presenters at various	<i>Nelokin Anten Seka Truna-Truni event</i>	Lectures, discussions, and	2 x 50	Group work and	

	events		assignments, Problem Based Learning	minutes	participation	
13	Students can appear as presenters at various events	<i>Pamadikan</i> event	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
14	Students can appear as presenters at various events	<i>Nelubulanin/ngotonin</i> event	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
15	Students can appear as presenters at various events	<i>Widya Tula</i> event	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
16	UJIAN AKHIR SEMESTER					

6. List of References

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets etc.

SEMESTER LESSON PLAN





JOURNALISM



Lecturer:

Dr. I Ketut Paramarta, S.S.,M.Hum.

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	Doc No : FBS PBB-RPS-411
	JOURNALISM	Revision : 2
		Date : 31 January 2021 Page: 9 Pages
<p>Made by:</p>  <p>Dr. I Ketut Paramarta, S.S., M.Hum. NIP 198212082008011005</p> <p>Lecturer</p>	<p>Checked by:</p>  <p>Ida Ayu Sukma Wirani, S.S., M.Pd. NIP 198312152008122002</p> <p>Assurance of study programme academic quality</p>	<p>Approved by:</p>  <p>Ida Bagus Rai, S.S., M.Pd. NIP 196802042008011009</p> <p>Coordinator of Balinese Language Education Study Programme</p>
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme Name : Balinese Language Education Course Name : Journalistic Course Code : BLIS120411 Course Group : Core Study Course Credit Hours weight : 2 Level : Bachelor degree Semester : 5 Prerequisite : - Status (required/optional) : Required Lecturer name and code : Dr. I Ketut Paramarta, S.S., M.Hum.</p> <p align="center">2. Course Description</p>		

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) know techniques in writing news (4) has skills in applying processes in journalism to produce various forms of journalistic work in the Balinese language.

3. Learning Outcomes of the Referred Study Program

PO1 Demonstrate scientific, educative, and religious attitudes and behaviors, which improve the quality of life in society, nation and state based on academic norms and ethics.

PO2 Mastering educational theory, Balinese language science, and Balinese language education in general.

PO3 Mastering learning theory, and Balinese language content in depth which includes Balinese language curriculum, learning methodologies, media and technology, evaluation according to the characteristics of Balinese language content knowledge

PO5 Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

4. Course Learning Outcomes

1. Able to master basic theoretical concepts, methods, and philosophy in the field of journalism

2. able to apply various basic theoretical concepts, methods, and philosophy of study in the field of journalism in proclaiming various life phenomena in Balinese

5. Description of the Lesson Plan

Meeting	Indicators of Learning Outcomes of Courses	Study Material	Learning Form	Duration	Assignments and Assessments	Reference
1	<ol style="list-style-type: none"> 1. Give an etymological and dictionary definition of journalism 2. Define journalism from several experts 	The meaning and definition of Journalism	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	Brown, Gillian. 1996. Analisis Wacana Discourse Analysis.

2	1. Describe a brief history of the development of journalism	A Brief History of the Development of Journalism	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	Jakarta: PT Gramedia Pustaka Utama
3	1. identify the forms of journalistic work 2. identify forms of the print media journalism 3. identify forms of the audio media journalism 4. identify forms of the audio-visual media journalism	Journalistic form	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	Moeliono, Anton M. Tata Bahasa Baku dalam Bahasa Indonesia. Jakarta : Perum Balai Pustaka Departemen Pendidikan dan Kebudayaan.
4	1. able to distinguish journalistic products	Journalistic Products	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
5	1. able to decipher types of opinions 2. able to describe the types of news (news)	Opinion	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	Oktavianus. 2006. Analisis Wacana Lintas Bahasa. Padang: Andalas Universitas Press. Eryanto. 2001. Analisis

						<p>Wacana Pengantar Analisis Teks Media. Yogyakarta: LKiS</p> <p>Juwito. 2008. Menulis Berita dan Feature. Surabaya: Unesa University Press.</p> <p>Steensen, Steen; Ahva, Laura. 2017. Theories of Journalism in a Digital Age. New York: Routledge.</p>
6	1. able to define news 2. able to decipher the elements of news	Writing News	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	

7	1. able to describe various techniques in finding news	Looking for news material	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group assignments, midterm assignments, and Participation, assignment reports	
8	<i>UJIAN TENGAH SEMESTER</i>					
9	1. able to describe the elements in writing news	Elements of Writing News	Lectures, discussions, and assignments	2 x 50 minutes	Group assignments, midterm assignments, and Participation, assignment reports	
10	1. able to decipher the types of news 2. able to decipher the structure of news	Types and structure of news	Lectures, discussions, and assignments	2 x 50 minutes	Group assignments, midterm assignments, and Participation, assignment reports	
11	1. describe the shape of the news terrace structure	News Terrace	Lectures, discussions, and assignments	2 x 50 minutes	Group assignments, midterm assignments, and	

					Participation, assignment reports	
12	1. describe the technique of writing news with an inverted pyramid pattern 2. able to decipher the 5W1H formula in news writing	News writing techniques	Lectures, discussions, and assignments	2 x 50 minutes	Group assignments, midterm assignments, and Participation, assignment reports	
13	1. able to describe the guidelines for writing news stories 2. able to describe the terms and conditions of the news title 3. able to describe the function of the news terrace 4. able to decipher the types of news terraces	News terraces, news headlines, types of news terraces	Lectures, discussions, and assignments	2 x 50 minutes	Group work and participation	
14	1. Describe the difference between features and regular news 2. describe the types of features	Writing feature news	Lectures, discussions, and assignments, Problem Based Learning	2 x 50 minutes	Group work and participation	
15	1. Describe the structure of feature writing	Feature writing structure	Lectures, discussions, and assignments, Problem Based	2 x 50 minutes	Group assignments, midterm assignments, and	

			Learning		Participation, assignment reports	
16	FINAL EXAMS					

6. List of References

7. Appendix 1: Teaching Resources: Books, Modules, PowerPoint Handouts, etc.

8. Appendix 2: Test questions, performance tests, rubrics, observation sheets, etc.

6TH SEMESTER

SEMESTER LESSON PLAN

I. COURSE IDENTITY

Programme: Educational Study Programme

Course: : PLP or *Pengenalan Lapangan Persekolahan* (Teaching Practicum 1)

Code: : -

Semester: : -

Credit hours : 1

Prerequisite : Passed the Educational Courses

Lecturer :

II. COURSES LEARNING OUTCOMES

a. Course Learning Outcome of Attitude

Showing 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 based on THK or *Tri Hita Karana* (Three Causes to Prosperity) values

b. Course Learning Outcome of Knowledge

- 1) Mastering theoretical concepts and applications for implementing education in educational units through orientation and observation activities by utilizing developments of information and communication technology
- 2) Mastering theoretical concepts related to the general characteristics of students and being able to analyze the characteristics of students in real situations at teaching practicum partner schools in depth.

c. Course Learning Outcome of General Skills

- 1) Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.
- 2) Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.

d. Course Learning Outcome Specific Skills

- 1) Design educational culture orientation and observation activities in an education unit.

- 2) Being able to study the organizational structure and school work procedures, rules and regulations, formal ceremonial activities, routine activities (curricular, co-curricular, and extracurricular), and positive habituation practices in schools through the use of science, technology, and arts and problem-solving skills

II. COURSE DESCRIPTION

This course aims to provide opportunities for students to understand, analyze, and evaluate educational practices in education 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 activities, 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 one credit hour can be completed in **8 (eight) days**, with each **6 (six) hours per day** (1 hour = 60 minutes). Of the 8 (eight) days, 25% or about 2 (two) days, the learning process is carried out on campus to provide orientation and briefing for students. Meanwhile, 75% or 6 (six) days of the learning process are carried out in partner schools to make observations.

IV. DETAILS OF LECTURE ACTIVITIES

Weeks/Face to Face	Learning Outcomes	Study Materials/Subject Matter/Details of Materials	Expected Final Ability	Learning Methods	Experiences	Time Allocation	Reference
1	2	3	4	5	6	7	8
I (on-campus)	A1, K1, K2, GS1, GS2, SS1	Implementation of education in education units	Being able to understand theoretical concepts and educational applications in education units	Problem-based learning (PBL)	Through PBL activities, students can understand theoretical concepts and educational applications in educational units	1x6 Hours	PLP 1 Guidelines Universitas Pendidikan Ganesha
II (on-campus)	A1, K1, K2, GS1, GS2, SS1	Design work program	Being able to undertake the design of a work program based on the purpose of the	Project-based learning (PjBL)	Through PjBL, learners are expected to be able to design a draft work program according to the purpose of practice	1x6 hours	PLP 1 Guidelines Universitas Pendidikan Ganesha

			practice				
III (in education unit)	A1, K1, GS2, SS1	Alignment of program design with school situation: refer to the observation and orientation results	Being able to align the work program design according to the results of observation and orientation	Problem-based learning (PBL)	Through PBL, namely by looking at the obstacles that exist in the education unit, students can develop work programs correctly by considering aspects of effectiveness and utilizing communication technology in their implementation	1x6 hours	PLP 1 Guidelines Universitas Pendidikan Ganesha

IV-VII	A1, K1, K2, GS1, GS2, SS1, SS2	School culture, school management, and school dynamics as an education and learning development institution	Being able to compile activity reports on the elements observed	Observation, Interview, Documentation	Through observation, interviews, documentation, students collect data related to school culture, school management, and school dynamics as an educational institution	4x6 hours	PLP 1 Guidelines Universitas Pendidikan Ganesha
VIII	A1, K1, K2, GS1, GS2, SS1, SS2	PLP 1 and observation findings	Being able to provide experience for students related to school conditions	Oral exams	Through oral exam activities, information will be obtained regarding the achievement of objectives and results of activities.		PLP 1 Guidelines Universitas Pendidikan Ganesha

Note:

A = Attitude

K = Knowledge

GS = General Skill

SS = Specific Skill

V. ASSESSMENT (CRITERIA, INDICATORS, WEIGHTS)

1. The assessment is carried out by the PLP I supervisor with an assessment form that has been provided.
2. The aspects assessed and the weight of the assessment are shown in the following table.

No.	Components of Assessment	Weight
1.	Attendance on campus and at school	10%
2.	Report on PLP I implementation	50%
3.	Oral exam by PLP I supervisor	40%

3. The minimum passing grade for PLP I is B.

The assessment reference is used "Range (*Between*) Five Scale" as follows.

Percentile Score	Scale Score	Letter Grade
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	E

SEMESTER LESSON PLAN

I. COURSE IDENTITY

Study Programme: Educational Study Programme

Course : PLP or *Pengenalan Lapangan Persekolahan* (Teaching Practicum) 2

Code : -

Semester : -

Credit Hour(s) : 3

Prerequisite : Passed the Education Course, Micro teaching course with a minimum grade of B

Course's Lecturer: -

II. COURSE LEARNING OUTCOMES

a. Attitude

Demonstrate scientific, educative, and religious attitudes and behaviors that improve the quality of life in society, nation and state based on academic norms and ethics based on THK values.

b. Knowledge

1) Mastering theoretical concepts and applying education implementation in education units through orientation and observation activities utilizing information and communication technology development.

- 2) Mastering theoretical concepts related to the general characteristics of students and being able to analyze the characteristics of students in real situations at PLP partner schools in depth.
- 3) Mastering the theoretical concepts of educational science (pedagogy): curriculum analysis, preparation of learning tools, implementation of learning, classroom management, and management of non-teaching activities about the daily tasks.

c. General Skills

- 1) Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.
- 2) Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.

d. Specific Skill

- 1) Able to design orientation activities and educational culture observations in an educational unit
- 2) Able to design and implement school field introduction programs related to learning and non-learning activities with full responsibility and discipline by utilizing science and technology to streamline programs and solve educational problems faced.

III. COURSE DESCRIPTION

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 extracurricular 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 system. The learning load of 3 credits can be completed in 256 effective hours for 2 months.

IV. DESCRIPTION OF THE LESSON PLAN

Meeting	Learning Outcomes	Study Materials/Main Materials/Material Details	Expected Final Ability	Learning methods	Learning Experience	Duration	Reference
1	2	3	4	5	6	7	8
Face to	A1, K1,	Develop	Able to	Problem-	Through PBL	1x3	PLP 2

Face I (on-campus)	K2, K3, GS1, GS2, SS1, SS2	work programs: Learning and non-teaching activities	understand theoretical concepts and educational applications in educational units	Based Learning (PBL)	activities, students can understand theoretical concepts and educational applications in educational units	Hours	Guidelines Universitas Pendidikan Ganesha
Face to face II (on-campus)	A1, S1, K2, GS1, GS2, SS1	Learning design	Able to carry out the preparation of work programs based on practical goals	Project- Based Learning (PjBL)	Through PjBL, students are expected to be able to design work program designs according to practical goals	1x3 Hours	PLP 2 Guidelines Universitas Pendidikan Ganesha
first week (at the education unit)	A1, K1, K2, GS2, SS1	Alignment of program design with school situation: referring to observations and orientation	Able to harmonize work program designs according to observations and orientations	Problem- Based Learning (PBL)	Through PBL, namely by looking at the obstacles in the education unit, students can arrange work programs correctly and adequately by considering aspects of effectiveness and utilizing communication technology in its	1 Week	PLP 2 Guidelines Universitas Pendidikan Ganesha

					implementation.		
Week II-VII	A1, K1, K2, K3, GS1, GS2, SS1, SS2	Implementation of learning and non-teaching activities	Able to carry out learning activities and carry out non-teaching activities	Project-Based Learning (PjBL) & Problem-Based Learning (PBL)	Through analysis and evaluation of the curriculum, students can carry out learning with the guidance of teachers and lecturers. They can carry out non-teaching activities according to the plans that have been prepared.	7 Weeks	PLP 2 Guidelines Universitas Pendidikan Ganesha
Week VIII	A1, K1, K2, K3, GS1, GS2, SS1, SS2	Assessment of teaching and non-teaching activities	Students can reflect on learning activities	Oral examination	Through oral examination activities, information related to the achievement of objectives and results of activities will be obtained.	1 Week	PLP 2 Guidelines Universitas Pendidikan Ganesha

Note:

A = Attitude

K = Knowledge

GS = General Skill

SS = Specific Skill

V. ASSESSMENT (CRITERIA, INDICATORS, WEIGHT)

1. The PLP 2 supervisor assesses with the assessment form provided.
2. The aspects assessed and the weight of the assessment are shown in the following table.

No.	Assessment Component	Weight
1.	Assessment from the tutor teacher	40%
2.	PLP II implementation report	20%
3.	Oral exam by PLP II supervisor	40%

1. The minimum passing grade for PLP 2 is B.

The assessment reference is used "Range (Between) Five Scale" as follows.

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	E

SEMESTER LESSON PLAN

I. Course Identity

Study Programme : Bachelor Degree Education and Non-Education

Course :KKN or *Kuliah Kerja Nyata* (Community Engagement)

Code : Adjusting

Semester : V

Credit hours : 3

Supervisors :

KKN Coordinator : Drs. I Putu Panca Adi, M.Pd

II. General Description of Courses

The Community Service Programme course is one of the compulsory courses in the undergraduate program, both educational and non-educational. As a compulsory course, 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: 1) Provide valuable learning experiences to students through their involvement in the community to find, formulate, study, recognize the target community potential, organize the community, solve, and tackle community development problems rationally by fostering motivation to take advantage of one's own abilities; 2) Provide opportunities for students to develop their thinking based on Science, Technology, and Arts (IPTEKS); 3) Prepare development cadres; 4) Increase students' empathy and concern for the problems faced by the community; 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; 6) Improve national competitiveness; and 7) Improve the spirit of researchers, especially in terms of (a) data exploration and analysis, (b) encouraging learning community and learning society.

III. Course Learning Outcomes

a. Course Learning Outcome of Attitude

1. Showing 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 based on THK values

b. Course Learning Outcome of Knowledge

1. Mastering the theoretical concepts of concepts, mechanisms, codes of ethics, and thematic themes of KKN
2. Being able to identify problems and potentials in the community.
3. Being able to design empowerment programs in accordance with the potential that exists in the community and local wisdom.

c. Course Learning Outcome of General Skill

1. Being able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.
2. Being able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise.

d. Course Learning Outcome of Specific Skill

1. Being able to manage interdisciplinary cooperation networks.
2. Being able to carry out empowerment programs based on local wisdom and potential.
3. Being able to formulate accountability for the performance of accountability-based empowerment programs.
4. Being able to carry out specific programs for the target community (foster families) according to the field of science that is occupied
5. Being able to formulate accountability for specific program performance for foster families based on scientific fields

IV. Details of Lecture Activities

Weekly	Skill Learning Outcomes- Course	Study Material/Subject Matter/ Material Details	Learning Methods	Estimated Time	Experience	Criteria and Indicators of Assessment	Weight of Assessment (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	a.1, b.1, c.1, c.2	debriefing of KKN (Community Service Programme): <ul style="list-style-type: none"> • Concept and Implementation Mechanism KKN • Code of Ethics for Implementation of Community Service Programme • Themes Developed in Community Service Programme • KKN Group Formation 	<ul style="list-style-type: none"> • Mastering KKN Handbook • Group Forming 	3 x 50 Minutes	Students master the concepts and mechanisms of KKN implementation, code of ethics, and themes that can be developed in the implementation of KKN, as well as the formation of the Thematic KKN Group,	<p>Understanding the Concept and Mechanism of Community Service Programme, Code of ethics, and KKN themes</p> <p>Formation of KKN Group</p>	10
2	a.1, b.2, c.1, c.2	Field Introduction <ul style="list-style-type: none"> • Getting to know the location where KKN will be conducted • Identify problems and potential candidate KKN location 	<ul style="list-style-type: none"> • Survey/ Field observations • Searching through online media/websites about the KKN location • The practice of identifying problems faced by the community at the KKN location 	3 x 50 Minutes	Students know directly or indirectly the location of the KKN	An understanding of the KKN location with all the problems and potentials in it	15

3-4	a.1, b.3, c.1 , c.2	Designing KKN activities: <ul style="list-style-type: none"> • Designing learning activities to help problems in locations • The division of tasks and cooperation to each group of KKN 	<ul style="list-style-type: none"> • Practice makes proposals • Division of tasks for each KKN group 	6 x 50 Minutes	Students make proposals for KKN activities.	Design of KKN activities	15
5-14	Community Servicea.1, c.1,c.2, d.1, d.2, d.3, d.4, D.5	Implementation of KKN: <ul style="list-style-type: none"> • Implementing KKN programme with the community • Making the KKN daily activity report • Blog creation of the implementation KKN activities 	<ul style="list-style-type: none"> • Conducting KKN programme • Make daily activity report (logbook) • Creating blog content for the implementation of KKN activities 	30 x 50 Minutes	Students are carrying out KKN activities: helping to solve problems in the community, collaborating with the community in the village, and micro (foster family) scopes.	Implementation of KKN activities, Daily activity reporting Updating blog activities,	40

15-16	a.1 c.1, c.2, D.3, D.5	KKN Reporting: <ul style="list-style-type: none"> Preparation of the final report of the implementation of Community Service Programme activities 	<ul style="list-style-type: none"> Compile the final report on KKN activities 	6 x 50 Minutes	Students complete the final report on KKN activities	Final report on the implementation of KKN	20
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Weight of Assessment:

1. Course Learning Outcome 1: 10 %
2. Course Learning Outcome 2: 15 %
3. Course Learning Outcome 3: 15 %
4. Course Learning Outcome: 40 %
5. Course Learning Outcome 5: 20 %

V. REFERENCE:

Buku Panduan KKN Undiksha 2018 dan 2020

VI. ASSESSMENT

A. Reference for Assessment

Score Percentile	Scale Score	Letter Grade
96—100	4.00	A
91—95	3.75	A-
86—90	3.25	B+
81—85	3.00	B
76—80	2.75	B-
65—75	2.00	C
40—64	1.00	D
0—39	0.00	E

Acknowledgment:

KKN Coordinator

Drs. II Putu Panca Adi, M.Pd

NIP 196307091990031001

Singaraja,

Field Supervisor,

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NIP

8TH SEMESTER

SEMESTER LESSON PLAN (RPS)

THESIS



Lecturer:

Team

**BALINESE LANGUAGE EDUCATION STUDY PROGRAMME)
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021**

	SEMESTER LESSON PLAN	No.Doc : FBS PBB-RPS-504
	THESIS	Revision : 02
		Date : 10 January 2021
		Page: 6 pages
Created By:	Checked By:	Approved By:
Team	 Ida Ayu Sukma Wirani, S.S., M.Pd NIP 198312152008122002	 Ida Bagus Rai, S.S., M.Pd. NIP 196802042008011009
Lecturer	Academic Quality Assurance Study Programme	Coordinator of Balinese Language Education Study Programme
<p align="center">SEMESTER LESSON PLAN</p> <p>1. Course Identity</p> <p>Study Programme : Balinese Language Education Study Programme</p> <p>Course : Thesis</p> <p>Course Code : BLIS120703</p> <p>Course Group : Core study courses</p> <p>Credit Hours : 6 credits</p> <p>Degree : Bachelor Degree</p> <p>Semester : Even and Odd semester</p> <p>Prerequisite : -</p> <p>Status (compulsory/elective) : Compulsory</p> <p>Name and code of lecturer : Team</p> <p>2. Course Description</p>		

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.

3. Learning Outcomes of the Referred Study Programme

1. ATTITUDE	
PLO-1	Demonstrate scientific attitude and behavior, 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 theirfield of expertise;	
4. SPECIFIC SKILLS		
PLO-7	Able to plan, implement and evaluate/assess Balinese language learning byutilizing various IPTEKS-based learning resources;	
PLO-8	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;	
PLO-9	Apply, studying, designing, utilizing IPTEKS, solving problems in Balinese language education.	

4. Course Learning Outcomes

- PLO-4 Mastering research and development theory to improve the quality of Balinese language education in schools;*
- PLO-5 Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;*
- PLO-8 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;*
- PLO-9 Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.*

5. Description of Lesson Plan

- (1) Thesis is a form of final project for undergraduate students, which is an academic paper related to the problem of mastery and application of knowledge, in the form of research results carried out by prospective undergraduates under the guidance of their supervisors.
- (2) The thesis is made after the student submits a proposal which is the initial design for the thesis research plan.
- (3) The thesis proposal is prepared after the student has performed one of the following procedures.
 - a. Students submit initial topics/ideas to the Study Programme Coordinator or *Koorprodi* or through the online application system. Students get two lecturers as First Supervisor and Second Supervisor through *Koorprodi* or the existing application system. After the student supervisor gets approval or is validated by the *Koorprodi*, the student prepares a thesis proposal under the guidance of the two supervisors.
 - b. After being approved or validated by the *Koorprodi*, students can prepare a proposal under the guidance of a supervisor.
 - c. *Koorprodi* provides first and second supervisors to students. Furthermore, students prepare a proposal under the guidance of a supervisor.

The research themes of Balinese Language Education undergraduate students that can be researched are based on the following issues:

1. Education Sector
 - a. Implementing designs, strategies and learning models in Balinese language learning
 - b. Analysis of learning tools
 - c. Utilizing ICT in Balinese language learning
 - d. Analysis of evaluation tools in Balinese language teaching materials
2. Non-Educational Fields
 - a. Analyzing traditional and modern Balinese literature
 - b. Studying the Balinese language used in Balinese society

- c. Analysis of Balinese language variety in Balinese literature.

After the proposal is prepared and approved by the supervisory team, students register to take the proposal examination. The stages that students go through can be described as follows.



Figure 1. Thesis Preparation and Examination Flow

Revisions after the exam are carried out by students according to the input given and the results of discussions with the supervisor team. Details of the evaluation mechanism and standards at each stage are regulated in the Guidelines for the Preparation of Scientific Papers/Final Projects.