

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



Lecturer:

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BALINESE LANGUAGE EDUCATION STUDY PROGRAMME
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
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SEMESTER LESSON PLAN

1. Course Identity

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.

2. Course Description

This course is a core study course that aims to understand macro aspects in Balinese language learning, especially about norms integrated into the Balinese people's linguistic activities. Activities carried out by students in learning include:

studying in senior high school groups, discussing, making observations, identifying problems, solving problems, finding sources *online*, compiling assignments in groups, and group presentations. The assessment is carried out in individual tests (mid-exam, final exam), task completeness, attendance, and attitude assessment.

3. Learning Outcomes of Study Programmes Referred to

ATTITUDE	
PLO1	Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics;
KNOWLEDGE	
PLO2	Mastering educational theory, Balinese language science, and Balinese language education in general;
PLO3	Mastering the learning theory and content of Balinese language in depth, which includes the Balinese language curriculum, learning methodology, media and technology, evaluation according to the characteristics of the material (content knowledge) of Balinese language science;
PLO4	Mastering research and development theory to improve the quality of Balinese language education in schools;
GENERAL SKILLS	

PLO5	Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;
PLO6 thinki ng	Able to apply logical, critical, systematic, and innovative in the context of the development or implementation of science and technology that pays attention to and applies humanities values following their field of expertise;
SPECIFIC SKILLS	
PLO7	Able to plan, implement and evaluate/assess Balinese language learning by utilizing various science and technology-based learning resources;
PLO8	Able to design learning technology systems/models, produce learning media, utilize learning media, control learning systems/models, and be able to evaluate the implementation of Balinese language learning systems/models;
PLO9	Applying, studying, designing, utilizing science and technology, solving problems in Balinese language education.

4. Learning Outcomes of Subject

PLO1	Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation, and state-based on academic norms and ethics;
PLO2	Mastering educational theory, Balinese language science, and Balinese language education in general;
PLO5	Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners;

5. Description of Lesson Plans

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

	implementation of lectures.					
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 independently	Assessment of activity in question and answer and discussion	<p>1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan.</p> <p>2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>

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

	aspects of Balinese <i>pranata</i>			structured, 2 x 60 minutes independent	discussion	<p>“Unda Usuk Bahasa Bali” (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan.</p> <p>2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
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 and discussion	<p>1.Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. “Unda Usuk Bahasa Bali” (Laporan Penelitian). Jakarta:</p>

						<p>Departemen Pendidikan dan Kebudayaan.</p> <p>2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.</p>
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	<p>1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan.</p> <p>2. Sulaga, I Nyoman dkk.</p>

						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 	<p>1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan.</p> <p>2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas</p>

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

10	Students can structure of understanding the <i>Awig-awig</i>	Structure of <i>Awig-awig</i>	Discussion of Questions and Answers Training	2 x 50 minutes of learning, 2 x 60 minutes structured, 2 x 60 minutes independently	Assessment of activity in question and answer and discussion	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk Bahasa Bali" (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan. 2. Sulaga, I Nyoman dkk. 1996. Tata Bahasa Bali Baku. Denpasar: Dinas Kebudayaan Provinsi Bali.
11	Students can analyze an <i>Awig awig</i>	A text of <i>awig awig</i>	Discussion FAQ (Frequently Asked Questions)	2 x 50 minutes of learning, structured 2x60	self-assessment activity in question and answer, discussion, and	1. Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. "Unda Usuk

			Training	minutes, 2x60 minutes of	training	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 <i>prarem</i>	Definition of <i>prarem</i>	Discussion Questions and Answers Training	2 x 50 minutes of learning, 2x60 minutes structured, 2x60 minutes independent	Assessment of activity in question and answer, and discussion, and training	1.Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. “Unda Usuk Bahasa Bali” (Laporan Penelitian). Jakarta: Departemen

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

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

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

6. List of References

Tim Peneliti Fakultas Sastra Universitas Udayana. 1979. “Unda Usuk Bahasa Bali” (Laporan Penelitian). Jakarta: Departemen Pendidikan dan Kebudayaan.

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

7. Appendix 1:

Teaching Resources: Module

8. Appendix 2:

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

9. ASSESSMENT (criteria, indicators, and weights)

A. Process Assessment (weight 60%)

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

2. Participation and activities in the learning process

3. Completion of tasks

B. Product Assessment (40% weight)

1. Midterm Exam

2. Final Semester Exam

C. Assessment Reference: using the Five Scale Range

Skor Persentil	Nilai Skala	Nilai Huruf
85 - 100	4,00	A

a = Active

t = Non-active

Assessment rubric (Midterm Test and Final Semester Test)

Question Form: Essay

Number of Questions: 5 Questions

No.	Descriptions	Score Range
1	Not able to answer questions accompanied by reasons/evidence	0-5
2	Able to answer questions, but not accompanied by reasons/evidence	10-15
3	Able to answer questions with reasons/evidence	17- 25
Maximum Score		100
Minimal Score		25