



UNIVERSITAS NEGERI YOGYAKARTA
 FACULTY OF MATHEMATICS AND NATURAL SCIENCES
 DEPARTMENT OF CHEMISTRY EDUCATION
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Bachelor of Education in Chemistry

MODULE HANDBOOK

Module name:	Bahasa Indonesia
Module level, if applicable:	Undergraduate
Code:	MKU6209
Sub-heading, if applicable:	-
Classes, if applicable:	2
Semester:	5
Module coordinator:	Sukisman Purtadi, M.Pd
Lecturer(s):	Siti Maslakhah, SS.,M.Hum.
Language:	Bahasa Indonesia
Classification within the curriculum:	Compulsory Subject
Teaching format / class hours per week during the semester:	100 minutes lectures, 120 minutes individual study, and 120 minutes structured activities per week.
Workload:	Total workload is 90.67 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes individual study per week for 16 weeks.
Credit points:	2 SKS (3.28 ECTS)
Prerequisites course(s):	-
Course Outcomes	<p>After taking this course, the students have ability to:</p> <p>CO1. show piety, politeness and ethics during the learning process</p> <p>CO2. compose scientific texts oriented to research in chemistry</p> <p>CO3. be independent and responsible in completing structured activities and individual study</p> <p>CO4. construct formal written communication especially for scientific writing</p> <p>CO5. use Bahasa Indonesia properly to establish communication for various purposes</p> <p>CO6. communicate the role, position and function of Bahasa Indonesia</p>
Content:	This course discusses the development, position and function of Bahasa Indonesia; its kinds; standardized spelling in Bahasa Indonesia; words and dictions; effective sentences in Bahasa Indonesia; paragraph; texts; topics for scientific writing; text convention and editing; structure of scientific writing; quotation and reference.
Study / exam achievements:	Attitude assessment is carried out at each meeting by observation and/or self-assessment techniques using the assumption that basically every student has a good attitude. The student is marked very good or not good attitude if they show it significantly compared to other students in general.

	<p>The result of attitude assessment is not taken into account in the final grades, but as one of the requirements to pass the course. Students will pass from this course if at least have a good attitude. The final mark will be weight as follow:</p> <table border="1" data-bbox="630 387 1404 698"> <thead> <tr> <th>CO</th> <th>Assessment Object</th> <th>Assessment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>CO1, CO2, CO3, CO4, CO5, CO6.</td> <td>Individual and group assignment</td> <td>Written assignment/ presentation</td> <td>30%</td> </tr> <tr> <td></td> <td>Mid term</td> <td>Written test</td> <td>30%</td> </tr> <tr> <td></td> <td>Final term</td> <td>Written test</td> <td>30%</td> </tr> <tr> <td></td> <td>Participation</td> <td>Observation</td> <td>10%</td> </tr> <tr> <td colspan="3">Total</td> <td>100%</td> </tr> </tbody> </table>	CO	Assessment Object	Assessment Technique	Weight	CO1, CO2, CO3, CO4, CO5, CO6.	Individual and group assignment	Written assignment/ presentation	30%		Mid term	Written test	30%		Final term	Written test	30%		Participation	Observation	10%	Total			100%
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	Final term	Written test	30%																						
	Participation	Observation	10%																						
Total			100%																						
Forms of media:	Board, LCD Projector, PPT slides, and boardmarkers																								
Reference:	<p>Depdiknas. 2015. <i>Ejaan Bahasa Indonesia</i>. Jakarta: Depdiknas (Peraturan Pemerintah No.50 Tahun 2015).</p> <p>Byrnes, C., & Nyimas, E. 2010. <i>Complete Indonesian: A Yourself Guide</i>. McGraw-Hill.</p> <p>Dewantara, I. P. M., Suandi, I. N., Rasna, I. W., & Putrayasa, I. B. (2019). Cultivating students' interest and positive attitudes towards Indonesian language through phenomenon-text-based information literacy learning. <i>International Journal of Instruction</i>, 12(2). https://doi.org/10.29333/iji.2019.12210a</p> <p>Kwary, D. A. (2019). A corpus platform of Indonesian academic language. <i>SoftwareX</i>, 9. https://doi.org/10.1016/j.softx.2019.01.011</p> <p>Wiharja, C. K., Ernawati, E., & Ningsih, R. Y. (2020). Student's Perception in Learning Indonesian Language from Conventional to Blended Learning Model. <i>ACM International Conference Proceeding Series</i>. https://doi.org/10.1145/3395245.3396434</p> <p>Nasucha, Yakub, dkk. 2009. <i>Bahasa Indonesia untuk Per Karya Tulis Ilmiah</i>. Yogyakarta: Media Perkasa.</p> <p>Imam Suyitno, 2013. <i>Karya Tulis Ilmiah (Panduan, Teori, dan Contoh)</i>. Bandung: Refika Aditama.</p> <p>Ramlan, M. 1993. <i>Paragraf: Alur Pikiran dan Kepaduannya Bahasa Indonesia</i>. Yogyakarta: Andi Offset.</p> <p>Ramlan, M., dkk. 1997. <i>Bahasa Indonesia yang Salah dan Benar</i>. Yogyakarta: Andi Offset.</p> <p>Razak, A. 1992. <i>Kalimat Efektif</i>. Jakarta: Gramedia.</p> <p>Tarigan, Henry Guntur. 1983. <i>Menulis: Sebagai Suatu Keterampilan Berbahasa</i>. Bandung: Angkasa.</p> <p>Wahyu Wibowo. 2013. <i>Menulis Artikel Ilmiah yang Komunikatif</i>. Jakarta: Bumi Aksara.</p> <p>Suherli Kusmana. 2012. <i>Merancang Karya Tulis Ilmiah</i>. Bandung: Rosda Karya.</p>																								

PLO and CO mapping

	PLO					
	Attitude		Knowledge	Specific Skill	General Skill	
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6

CO1	√					
CO2					√	
CO3						√
CO4						√
CO5						√
CO6						√