



The Development of Teaching Materials Based Outcome-Based Education Curriculum to Encourage Teacher Skill

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Abstract: This study seeks to describe the development of teaching materials in the Elementary Indonesian Language and Literature Learning Development Course in the Elementary School Teacher Education Study Program, Yogyakarta State University. This research is included in qualitative research. The setting of this research is in the Elementary School Teacher Education Study Program, Yogyakarta State University on 27 September 2021 to 27 September 2021. The data of this research are in the form of issues that arise in the Elementary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University. Sources of data in this study were students, lecturers, and stakeholders of the Faculty of Education, State University of Yogyakarta. Data collection techniques using interviews and documentation. Data analysis techniques in this study used qualitative data analysis techniques. The result of this research is the idea to solve this problem is to develop syllabi and teaching materials for the Indonesian Language and Literature Learning Development Course, which is oriented towards the OBE curriculum. In the implementation of this stuttering, there is a change in the arrangement of stages, namely prioritizing stage IV, namely compiling teaching materials for the SD Indonesian Language and Literature Learning Development Course concerning the OBE Curriculum.

Keywords: Teaching Materials, Indonesian Language Teaching, OBE Curriculum

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Introduction

In 2021, the Elementary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University, began to develop an Outcomes Based Education (OBE) oriented curriculum. The rationales for developing the OBE curriculum are as follows: 1) there is a need for learning innovations to accommodate the 21st-century education based on *KKNI* and *SN-Dikti*, 2) the development of the times entering the industrial era 4.0—an era that combines automation technology with *cyber* technology—, and 3) as an accreditation/certification requirement: national (BAN-PT that has used the new instrument Nine (9) standard), and international (AACSB, ABET, ASIIN, KAAB, AHPGS, FIBAA, etc.) The objectives are 1) encouraging students to use internal and external learning resources by utilizing information technology, 2) increasing 21st-century competencies, 3) encouraging them to become lifelong learners, and 4) rapidly developing knowledge, technology, and innovation.

Outcomes Based Education (OBE) can be understood as outcome-centered education, not just material to be completed. The OBE measures learning outcomes and allows students



to develop new skills that prepare them at a global level. In addition, Outcome-Based Education (OBE) is an approach that emphasizes the sustainability of the learning process in an innovative, interactive, and effective manner. The OBE curriculum affects the entire educational process of the curriculum design, formulation of learning objectives and outcomes, educational strategies, design of learning methods; assessment procedures; and educational environment/ecosystem.

The development of the OBE curriculum within the Elementary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University, is in line with the demands of the times and one of the forms of functioning of state institutions. Yogyakarta State University is responsible for accommodating and facilitating the community's needs. One of them is improving learning through the application of the OBE curriculum. The entity embodying a curriculum is seen in the learning tools, especially in the syllabus.

To develop teaching materials, the first step that must be done is compiling a syllabus. A syllabus is a learning planning document prepared by the lecturer who teaches the course—in line with their field of expertise—as a guide for students in carrying out lecture activities for one semester to achieve predetermined learning outcomes. Lecturers in education have an essential role in creating quality educational services as the importance of higher education is the gateway to the professional world. Research related to the development of teaching materials has been carried out a lot, as carried out by (Suyitno, 2007); (Aisyi et al., 2017), e-module development (Sunita, 2021); (Triwahyuningtyas et al., 2020); (Seruni et al., 2019). Meanwhile, related to curriculum research, as done by (Rohman, 2018); (Hashim, 2014). Based on actual issues, the condition of the work unit, and the field of expertise, this research seeks to describe the development of teaching materials in the Elementary School Indonesian Language and Literature Learning Development Course within the Elementary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University.

Based on previous research as above, the gap in this research is that there has been no research that examines the development of teaching materials that focus on the Subject of Development of Indonesian Language and Literature Education in Elementary Schools Based on the Outcome-Based Education Curriculum. Of course this is the main thing that can become the novelty of this research.

The theory used in this study is eclectic. The theories used are theories related to curriculum development (Nurdin, 2019), (Siregar, 2020), (Setiawan, 2017), (Fauzan & Latip, 2015); development of learning models (Reni, 2021), (Wahyudi & Wibowo, 2018); Evaluation of courses (Rahmawati et al., 2022), (Helaluddin, 2018); OBE curriculum (Muis & Dewi, 2022)(Hamamah et al., 2020).

Method

This research is included in qualitative research. The setting of this research is in the Elementary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University on 27 September 2021 to 27 September 2021. The data of this research are in the form of issues that arise in the Elementary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University.

The research informant (resource person) is someone who has information about the research object. The informants in this study came from direct interviews who were referred to as resource persons. In this study, the number of informants was three people, where the three informants were lecturers in the primary school teacher education study program, Yogyakarta State University.

Sources of data in this study were students, lecturers, and stakeholders of the Faculty

of Education, State University of Yogyakarta. Data collection techniques using interviews and documentation. The interview technique was structured interviews to find out a description of the situation and needs in the Elementary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University. Meanwhile, documentation is used as evidence and understanding of the situation in the Elementary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University both in information collection and data analysis. Data analysis techniques in this study used qualitative data analysis techniques. Qualitative data analysis techniques are data analysis processes that do not involve numbers or form. The data obtained for research using qualitative data analysis techniques. The data that has been obtained is then analyzed, described, and then presented based on the theories used.

Results and Discussion

Identify Issues and Activities

The issues identified based on the management aspects of State Civil Apparatus, Public Service, and the Whole of Government are as follows.

Table 1. Actual Issues based on Management Aspects of State Civil Apparatus, Public Servants, and WoG

Issues	Issue Source
The lack of a syllabus and teaching materials for the Indonesian Language and Literature Learning Development Course in elementary schools that are oriented toward the OBE curriculum	<p>Public service Ideal conditions: A syllabus is an administrative aspect that guides lecturers and students in navigating lectures. Based on the syllabus, lecturers, students, and faculty can evaluate the achievement of the objectives of the lecture process. Therefore, appropriate teaching materials must support the syllabus to achieve the learning objectives. Lecture teaching materials are administrative aspects that make it easier for students to carry out lectures. If students can obtain teaching materials, then students have no difficulty in finding the same reference as the lecturer's reference.</p> <p>Actual conditions: Lecturers think that syllabus and old teaching materials are still relevant for use in lectures today. Therefore, the change in the use of the OBE-based syllabus has not been urgent. The primary basis for developing the OBE curriculum that occurs in the Elementary School Teacher Education Study Program, Faculty of Education, Yogyakarta State University, is for the benefit of international accreditation.</p> <p>State Civil Apparatus Management: Ideal conditions: It needs to emphasize high productivity and encourage lecturers with State Civil Apparatus status to be responsible for their duties. The impact that occurs if the issue is not solved immediately is the absence of an administrative basis that can be accounted for by the lecturer in carrying out their primary duties and the immeasurability of achieving the learning objectives of each course during the online lecture period.</p> <p>Actual Conditions: Every State Civil Apparatus serves as a public policy implementer. They are in charge of obeying and implementing the applicable laws and regulations. They assigned under the Ministry of Education and Culture</p>

must comply with Permendikbud number 3 of 2020 concerning national higher education standards, especially regarding preparing the syllabus for all courses.

The Whole of Government:

Ideal Conditions:

The integration side of adjusting and uniformizing the OBE curriculum in each work unit will help the university's ranking increase. OBE curriculum is one of the assessments and as an accreditation/certification requirement: national (BAN-PT, which has used the new instrument Nine (9) standard) and international (AACSB, ABET, ASIIN, KAAB, AHPGS, FIBAA, etc.) In addition, the department included the availability of syllabus documents and teaching materials for all courses, including MK Development of Indonesian Language and Literature Learning in elementary schools. This is needed as material for evaluating learning activities and evaluating the study program curriculum. Therefore, it is necessary to coordinate majors in preparing for the syllabus course.

Actual conditions:

Lack of awareness of lecturers to compile, implement, and evaluate the syllabus for the community's needs. This condition results in ineffectiveness, efficiency, and low learning innovation applied. Therefore, it is necessary to prepare a syllabus for elementary schools in Indonesian Language and Literature Learning Development courses oriented toward the OBE curriculum.

There is no unavailability of guidance in editing articles in the FIP UNY journal.

Public Service:

Ideal Conditions:

In managing a journal, several guidelines are needed, including guidelines for reviewing, editing, etc. Editing guidelines are seen as one of the things that must exist because to be learned by each journal manager independently to provide services to lecturers and students optimally. Therefore, it is necessary to make a reasonably comprehensive editing guide by linguists.

Actual conditions:

In FIP UNY, fifteen (15) journals are active in publishing scientific articles. In all of these journals, there are their managers. However, the manager does not yet have expertise in the editing process. Therefore, the editing process was done by only one person. It is ineffective and leads to a piling up of work on one person. Consequently, it is necessary to provide editing guidelines so journal editors may edit papers.

State Civil Apparatus Management

Ideal Conditions:

Of course, the large number of journals that must be managed must be balanced with the number of managers. Editors who understand or have experience in managing a journal can help the journal to be able to move up the rankings, be able to publish on time, etc.

Actual conditions:

When viewed from the percentage of managers with the number of existing journals, it is included in the excellent or appropriate category. However, the aspect of mastery in managing is still lacking. Many journal editors do not have the skills to edit, layout, operate Mendeley, etc.

Ineffective interaction between students and lecturers in lectures on Language and Literature Learning Development in elementary schools

Public Service:

Ideal conditions:

Building good interaction is a form of excellent service a lecturer provides to his students. Effective interaction is a form of public service. Good public services can be indicated through interaction between service providers and recipients. In interactions, you must also pay attention to attitude, politeness, and sound speech. The service will run optimally if the interaction is built correctly and positively.

Actual conditions:

The COVID-19 pandemic situation has caused communication patterns between lecturers and students. The old habit built is to meet face to face in person so that all forms of student problems can be resolved and directly communicated with the lecturer. Therefore, in the current situation, a system is needed that can accommodate this.

The Whole of Government:

Ideal conditions:

An excellent and integrated communication system can solve the interaction problem between lecturers and students. Existing LMS should be functionally maximized.

Actual conditions:

The integration of the system has been running well with the use of LMS. Still, the low interest of lecturers in utilizing the existing system makes learning less effective in terms of interaction between lecturers and students. The lack of effect of this interaction will impact the lack of achievement of learning objectives. Although in this online learning, lecturers have used the Learning Management System (LMS), students and lecturers still experience problems in interaction.

There is no language unit service at FIP UNY.

Public service:

Ideal conditions:

A language unit accommodates the needs of the FIP UNY academic community in terms of publications and other lecturer needs, such as TOEFL training, transliteration, etc. Therefore, it is necessary to form a language unit managed by FIP UNY lecturers that are following qualifications, namely linguistics (language science), so that problems related to language can be resolved.

Actual conditions:

The need for lecturers for scientific publications is urgent for promoting lecturers' positions /careers. In the publication process, there is a process of transliteration and *proofreading* that a linguist should handle. In FIP UNY, no language accommodates these needs. In other needs, for example, in applying for lecturer certification, there is an aspect of studying the lecturer's English language skills as evidenced by

a TOEFL certificate. To obtain it, lecturers who are not yet proficient in English will take an English course.

The Whole of Government:

Ideal conditions:

The existence of a language center managed by the faculty that can help solve problems related to language within the Faculty of Education, Yogyakarta State University.

Actual conditions:

Currently, the process related to linguistic matters within the scope is divided into two doors: 1) returning to their respective lecturers, for example, such as editing lecturer articles to be submitted to journals, proofreading English courses for the benefit of lecturer certification, and 2) assisted by the faculty, for example, in terms of funding related to the transliteration of faculty journal articles. So, lecturers still have an independent role in linguistic problems related to the *tri dharma* of the University.

Identification of Issues Based on APKL Criteria

An issue is a phenomenon that exists in society. It cannot be isolated from problems or challenges in the university atmosphere or study program. Several issues were found during the one-year probationary period as a lecturer in the environment of the Elementary School Teacher Education study program, the Faculty of Education. The issue is then determined using APKL, where the issue is identified through observation and analysis of the main tasks and functions in the work unit for one year. The process of identifying issues can be described in table 1. Issue Analysis with the APKL technique has the following meanings. *Actual* indicates the subject or topic that is likely to occur and is being discussed by the audience. *Problematic*, an issue that deviates from the condition that should be, is a standard provision that causes anxiety and needs to be looked for causes and solutions. *Hallowedness* is an issue that directly concerns the lives of many people. *Feasibility* means that problems are logical and should be discussed according to their duties and responsibilities. *Feasibility* is a reasonable issue (analytical), appropriate, realistic, and can be addressed under the tasks, rights, authorities, and responsibilities until it is finally raised as a priority issue. APKL analysis uses a range of values in the form of a scoring matrix of 1 – 5, which indicates that the higher the score, the more urgent issue is to find a solution immediately.

Issue Analysis with APKL Techniques

The absence of a syllabus and instructional resources for the Indonesian Language and Literature Learning Development Course in OBE-aligned primary schools. This issue is included in the actual category because it is associated with the current development of the times we enter the industrial revolution 4.0. the use of the OBE curriculum is indispensable. It is said to be problematic because the problem of the absence of an OBE curriculum-oriented syllabus will cause a lack of optimal achievement of learning objectives. Especially to accommodate 21st-century education, which must comply with the KKNi and SN-Dikti. The problem regarding the absence of an OBE curriculum-oriented syllabus regarding the success of learning is very influential on the general audience, namely students. If this syllabus-oriented problem is not resolved immediately, then the needs of students are not met. Seeing the importance of syllabus and teaching materials oriented to the OBE curriculum, this issue is reasonable (logical), appropriate, realistic, and related to lecturers' duties, authorities, and responsibilities. In

addition, this issue is also related to the rights that students must accept in an academic context. Therefore, this issue is a priority to be solved.

There is a lack of guidance in editing articles in the FIP UNY journal. This issue became one of the topics of discussion within the faculty journal team. There should be guidance in editing articles so that the journal products produced can be high quality in terms of language. The lack of editing guidelines affects the sustainability of the journal. However, this can be overcome another way, involving lecturers with expertise in the language field to help make edits. In addition, it can be solved with the help of applications such as Grammarly or by taking advantage of the tools in google drive. If this issue is not resolved immediately, of course, it will affect the process of promotion and lecturer positions within FIP UNY. Furthermore, journals in FIP are the spearhead to help publish lecturers' articles. However, this can be overcome by lecturers submitting their articles in other journals, or it can also be published in journals in FIP, but the quality is not very good. This issue concerns lecturers' duties and responsibilities in developing the academic side. Therefore, it is very realistic if this issue is raised as one of the issues that must be addressed immediately.

The weak interaction of students and lecturers in lectures on the Development of Language and Literature Learning in Elementary Schools in the PGSD FIP UNY Study Program. The novelty nature issue is included in the moderate category because the problems have occurred since the covid-19 pandemic for a long time. However, because the learning design conceptualized in the learning tools has not been able to accommodate, this issue still exists. Therefore, it is necessary to complete first related to the syllabus course. Based on the severity of the issue, it falls within the category of a serious problem. Due to the success of learning, one of which is the effective communication between lecturers and students. The level of the breadth of influence on individuals, this issue impacts hundreds of students in the context of the Indonesian Language and Literature Learning Development Course in elementary schools. This issue deserves to be raised when viewed from the perspective of public services. Building good interaction is a form of excellent service a lecturer provides to his students. Effective interaction is a form of public service. Good public services can be indicated through interaction between service providers and recipients. In interactions, you must also pay attention to attitude, politeness, and good speech. The service will run optimally if the interaction is built correctly and positively.

There is no language unit service at FIP UNY. This issue falls into the "hot" category to solve. It is related to the value of public services, namely the need for lecturers for scientific publications that are urgent for promotion to the position/career of lecturers. In the publication process, there is a process of transliteration and *proofreading* that a linguist should handle. In FIP UNY, no language accommodates these needs. In other needs, for example, in applying for lecturer certification, there is an aspect of studying the lecturer's English language skills as evidenced by a TOEFL certificate. To obtain it, lecturers who are not yet proficient in English will take an English course. This issue does not have much direct effect on the career of lecturers. It can be addressed in other ways. That is, the non-establishment of language units soon is not a problem. Although in terms of issues, it does not directly affect the lecturers' careers. However, if it is from the nature of breadth, this is related to many lecturers and students in the FIP UNY environment. The development of this issue pertains to lecturers' duties and responsibilities in developing science. Therefore, it is very realistic if this issue is raised as one of the issues that must be solved immediately.

Identification of Issues Based on Ultrasound Criteria

Issue analysis techniques other than APKL can use ultrasound techniques. *Urgency, Seriousness, Growth* (USG) is one of the tools for compiling a priority sequence of issues that must be resolved. *The urgency*, how urgent the issue should be discussed, is related to the time available and how hard the time pressure is to solve the problem that caused the issue. *The seriousness* of the issues addressed is related to the consequences that arise with the delay in

solving the problem that gave rise to the issue or the consequences that cause other problems if the problem of causing the issue is not solved. *The growth* of how likely the issue is to develop is related to the possibility that the problem will worsen if left unchecked.

Table 2. Issue Analysis with Ultrasound Techniques

No.	Issues	Supervisory Aspects			Total	Priority
		U	S	G		
1	The absence of syllabus and teaching materials for the Indonesian Language and Literature Learning Development Course in elementary schools oriented towards the OBE curriculum.	5	5	4	14	√
2	There is a lack of article editing guidance in the FIP UNY journals.	3	4	3	10	-
3	The weak interaction of students and lecturers in the Development of Language and Literature Learning in Elementary Schools in the PGSD FIP UNY Study Program.	4	5	3	12	-

The ultrasound analysis has been carried out in table 1. As a result, it can be seen that the issue of "The absence of syllabus and teaching materials for the Indonesian Language and Literature Learning Development Course in elementary schools oriented towards the OBE curriculum" has the highest device with a USG score of 14 points with the following explanation.

Table 3. Ultrasound Explanation Table

Criterion	Information
<i>Urgency</i>	5 – The issue is considered very urgent because the syllabus is the primary learning tool that must exist and be implemented in lectures for a whole semester. Furthermore, a syllabus is a learning design for one semester that is adjusted to the CPL of the Study Program.
<i>Seriousness</i>	5 – The issue is considered very serious because it will impact the ability of the continuity of the lecture, the appropriateness of a process, and the achievement of a learning goal.
<i>Growth</i>	4 – The issue is considered developing and will worsen if it is not handled immediately, namely the lack of optimal learning in the SD Indonesian Language and Literature Learning Development Course.

Fishbone diagram analysis refers to policy, institutions, services, people, and the environment. Based on the causal analysis, the root cause of the issue "Unavailability of syllabus and teaching materials for the Indonesian Language and Literature Learning Development Course in elementary schools that are oriented towards the OBE curriculum" can be formulated as follows.

1. The discussion process of the knowledge cluster team for developing syllabi and OBE-oriented teaching materials has not been maximized. This causative factor based on the discussion process between the knowledge team has not been maximized due to the covid-19 pandemic. However, there are media and online facilities that are used but have not been effective for conducting face-to-face discussions. In addition, it is also caused by the busyness of each lecturer.
2. There has not been a full push to implement the OBE curriculum. The causative factor that the OBE curriculum has not realized is that lecturers think that the syllabus and old

teaching materials are still relevant, so the level of urgency of implementation is still postponed. Another thing is that the primary fundamental reality of the development of the OBE curriculum is in the interests of international accreditation.

3. The learning tool (syllabus) has not been adapted to the OBE curriculum. The policy side significantly affects the implementation of the OBE curriculum. One is that the OBE curriculum development process has not yet entered the finalization (ratification) stage. Hence, of course, the key to its realization. In addition, the complexity of the OBE curriculum also affects the unsuitability of the old curriculum with the OBE curriculum.
4. Regarding human resources, the unfamiliarity of every lecturer with the OBE curriculum is also a factor that causes the lack of the syllabus and OBE curriculum. Furthermore, socialization about the OBE curriculum has not been maximized, and the lack of references in preparing the OBE curriculum-oriented syllabus is a leading reason for this.

Analysis If the Issue Is Not Applied

The issue raised in this actualization is "Development of syllabus and teaching materials for the Indonesian Language and Literature Learning Development Course of SD Oriented OBE Curriculum in the PGSD Study Program, Faculty of Education, Yogyakarta State University." This issue is one of four issues that the author has identified in the actualization design. The syllabus and OBE curriculum-oriented teaching materials in the current era contain many functions and benefits both for learning and for institutions. First, the OBE curriculum is designed not only as a guide in learning but also to facilitate students' creative and innovative power. In addition, the OBE curriculum also directs students to think critically to face the development of the 21st century. Meanwhile, for OBE curriculum institutions, it is one of the requirements that must exist as part of the international accreditation process.

If this issue is not immediately followed up, there will be a negative impact on lecturers, students, lecturers, and institutions, which will be described as follows.

1. Impact on Lecturers

If not addressed immediately, the author's perspective on this issue will result in a disparity in the material taught by lecturers to students in the SD Indonesian Language and Literature Learning Development Course. In addition, neglect of these problems can also make it difficult for lecturers to teach because of the obsolescence of the syllabus, which will make lecturers not have the latest guidelines by the demands of the times in carrying out lectures systematically.

The next thing that is undoubtedly related is the teaching materials. With the current pandemic, digital teaching materials are an alternative solution to help students understand lecture materials. Functional digital teaching materials are beneficial for lecturers in their efforts to achieve learning goals. If there is no digital teaching material, it will make it difficult for lecturers—as facilitators in learning—to deliver the material comprehensively and achieve learning objectives.

2. Impact on Students

The lack of development of syllabus and teaching materials for the SD Indonesian Language and Literature Learning Development Course has resulted in the study materials submitted by lecturers to students not experiencing updates to adapt to the development of the 21st century. As a result, students do not obtain the latest information and knowledge related to the course, resulting in students experiencing material lags with students from other universities. In the long run, this has the potential to result in the quality of graduates not having competitiveness with graduates from other universities, especially in competition in the world of work.

3. Impact on the Lecture Process

If there is no effort to develop the syllabus and teaching materials for the Indonesian Language and Literature Learning Development Course on the teaching and learning process, the lecture process would be less effective. Students have difficulty capturing the lecture's material due to changes in conditions (offline to online) but use the same teaching method. The lecturer explains using *power points*, and students listen to both theory and practice. So that the learning process becomes less quality, and in the end, the mission of the PGSD Study Program to carry out education to produce educational educators and researchers at the elementary school level who are professional will not be achieved.

4. Impact on Institutions

Ignoring this issue can also have repercussions for the author's institution, particularly in implementing the Tri Dharma of Higher Education in the field of education, which is not proceeding well. These issues will unquestionably impact the quality of education, the caliber of graduates produced, and institutional accreditation. Based on the preceding, the solution to the issues raised in this actualization report must be resolved immediately. Moreover, a solution is found to avoid adverse impacts that can arise if the issue is not addressed immediately, which will undoubtedly cause a destructive impact on the institution where the Author is in charge.

Stages of Teaching Material Development

1. Consulting with the mentor (Dean) related to the Implementation of Habituation and Implementation of the Actualization Design, namely the Development of syllabus and Teaching Materials for the Indonesian Language and Literature Learning Development Course, SD Curriculum Oriented OBE. At this stage, the development process focuses on a) consulting with mentors, b) providing reports on the implementation of *class* activities and plans of activities to be implemented during the habituation period effectively and efficiently, c) listening to directions and input from mentors related to actualization activities which will be implemented to produce suitable, effective, and efficient syllabus and teaching materials so that they can be used in lectures.
2. Coordinating with the teams of the Indonesian science family related to the syllabus development plan and teaching materials for the Indonesian Language and Literature Learning Development Course, SD Curriculum Oriented OBE. At this stage, the activities carried out are a) contacting the Indonesian science cluster team to make virtual discussion appointments, b) creating a *WhatsApp Group* for the Indonesian cluster team, c) providing ideas and coordination results for the development of the syllabus and teaching materials for the Development of Indonesian Language and Literature Learning Development Courses SD Curriculum Oriented OBE to the Indonesian science cluster team, and d) listen to the direction and input from the Indonesian science cluster team related to matters that must be developed in the preparation of syllabus and teaching materials for the Indonesian Language and Literature Learning Development Course SD Oriented Curriculum OBE. Meanwhile, the output of this activity is in the form of arrangements and inputs related to the syllabus development plan and teaching materials for the Indonesian Language and Literature Learning Development Course at SD Oriented Curriculum OBE.
3. Compile teaching materials for the SD Indonesian Language and Literature Learning Development Course concerning the OBE Curriculum. At this stage, the activity is a) arranging draft teaching materials, b) constructing all teaching materials and conveying their developments to colleagues, and c) carrying out the validation process of teaching material drafts. Meanwhile, the output of this activity is in the form of material draft and validation results.
4. Reconstructing the syllabus for the Development of Indonesian Language and

Literature Learning in Elementary Schools by referring to the OBE Curriculum. At this stage, the activities are a) determining the learning system that the MK will use for the Development of Indonesian Language and Literature Learning in Elementary Schools, b) coordination with the Indonesian knowledge cluster team regarding the subject matter of the MK development of Indonesian Language and Literature Learning in Elementary Schools, c) reviewing the OBE curriculum to determine CPL, CPMK, and SubCPMK, d) constructing the weekly schedule on the learning activities of the MK Development of Indonesian Language and Literature Learning in Elementary Schools, and e) constructing the assessment rubric. Meanwhile, the output of this activity is an understanding of the OBE curriculum in the preparation of syllabus and teaching materials oriented to the OBE curriculum and arranged syllabus sections CPL, CPMK, and Sub-CPMK - The composition of the assessment rubric of the Indonesian Language and Literature Learning Development Course SD Oriented Curriculum OBE.

5. Trial of implementing the Syllabus and Teaching Materials for the Indonesian Language and Literature Learning Development Course of SD Oriented OBE Curriculum in learning. At this stage, the excitement is to a) conduct syllabus trials and teaching materials that have been prepared in the SD Indonesian Language and Literature Learning Development Course, b) request suggestions from the Indonesian science cluster team related to the development of syllabus and teaching materials for the Indonesian Language and Literature Learning Development Course, OBE Curriculum-Oriented Elementary School after being implemented in learning, and c) review by a mentor. At this stage, consultations have been carried out. As a result, suggestions and criticism from the team of knowledgeable mentors regarding the draft syllabus and teaching materials have been prepared. They are in line with the training course's substance, the organization's vision and mission, and the organization's values. Meanwhile, the output is in the form of arrangements, and criticisms have been prepared.
6. Improvement of Syllabus and Teaching Materials for The Development of Indonesian Language and Literature Learning Courses for Obe Curriculum-Oriented Elementary Schools after being implemented in learning. In this stage, the main focus that must be completed is a) ensuring the completion of the implementation of activities, b) the implementation of activities towards problem-solving, c) the relationship between the substance of the training course, d) attribution to the vision and mission of the organization, and d) Strengthening organizational values. Notes from experts related to this stage are a) the implementation of activities in the form of consultations has been carried out, b) syllabus and teaching materials after being improved following the suggestions of the team of knowledge clusters Indonesian and mentors; the actualization report has been finalized and has been ratified by the mentor, b) based on the substance of the training course, c) based on the vision and mission of the organization, and d) s conform to the values of the organization. Meanwhile, the output of this activity is in the form of syllabus and teaching materials improved based on the suggestions of the Indonesian and mentor team.

The process of embodying the design of the actualization activity for the Development of syllabus and Teaching Materials for the Indonesian Language and Literature Learning Development Course of the OBE Curriculum-Oriented Elementary School in the PGSD Study Program, Faculty of Education, Yogyakarta State University has changed from the schedule that has been made in the design. The change impacts the occurrence of *switching* between stages of activity three and activity four. The exchange of the stages of activity is challenging because the author has to deal with several problems.

Conclusion

The overview of this activity is realized based on the previously prepared design. This activity will be carried out from September 27, 2021, to October 27, 2021. The issue raised by the author is the absence of syllabus and teaching materials for the Indonesian Language and Literature Learning Development Course, Elementary Schools oriented to the OBE curriculum. The idea to solve this problem is to develop syllabi and teaching materials for the Indonesian Language and Literature Learning Development Course, which is oriented towards the OBE curriculum. In the implementation of this stuttering, there is a change in the arrangement of stages, namely prioritizing stage IV, namely compiling teaching materials for the Elementary Schools Indonesian Language and Literature Learning Development Course concerning the OBE Curriculum. Furthermore, reconstructing the syllabus of The Indonesian Language and Literature Learning Development Course in Elementary Schools regarding the OBE Curriculum.

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