



## FACTORS DETERMINING THE SANSKRIT COURSE SYLLABUS DEVELOPMENT AT INDONESIAN HINDU COLLEGE

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**Abstract** - The Sanskrit curriculum at the Bhatara Guru Hindu College was firstly implemented from 2017 and has undergone several revisions, especially the Sanskrit syllabus. Development needs to be carried out and directed at the right goals in accordance with the current National Education goals in Indonesia. The research has four objectives: (1) to analyze the purpose of syllabus development for the Sanskrit course, (2) to describe the syllabus preparation process, (3) to determine what material is used in the syllabus preparation, and (4) to determine syllabus model that has been developed. This research is qualitative and uses primary and secondary data where informants are determined using purposive sampling techniques. This research uses literature, observation, interviews, and documentation methods in data collection and the data that has been collected is analyzed descriptively by data reduction, data presentation, and conclusion or verification. The results show that the Sanskrit syllabus includes script, vocabulary, grammar, and sentence structure. Moreover, the syllabus has the learning materials, such as, sacred Hindu texts and the reference text books where the learning modules contain material summaries, exercises, assignments, and assessment instruments to measure students' ability to write and read Devanagari. Thus, the Sanskrit syllabus includes objectives, materials, teaching methods, and assessments that suit the needs and characteristics of students.

**Keywords:** Bhatara Guru, factors, Sanskrit; syllabus development

### INTRODUCTION

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and are devoted to God the Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.<sup>1</sup> In majority, Hindu religious institutions are available outside Southeast Sulawesi and the Bhatara Guru Hindu Religious College located in Kendari, Southeast Sulawesi, Indonesia existed since 2017 as a strategy and solution to overcome various religious education problems for Hindus. Hindu leaders, people, and the younger generation want to study Hinduism, especially those who have not been admitted to state universities. Understanding the teachings of Hinduism would be better if the Sanskrit language in the Vedas can be well understood. Studying Hinduism is not complete without comprehending the Vedas and other literary books, such as the *Dharmaśāstra*, *Itihāsa*, *Purāṇa*, and *Vedāṅga* which are all written in Sanskrit. Sanskrit terms and passages were printed in the Nāgarī script and elsewhere the Nāgarī has been transliterated into Roman script, and all transliterations have been unified, adopting the system that is now in common use by Sanskritists all over the world.<sup>2</sup> Thus, knowledge of this language for Hindus is very

<sup>1</sup> Siti Muhibah. (2020). Model Pengembangan Pendidikan Karakter Melalui Pendidikan Agama Di Perguruan Tinggi: Studi Kasus Di Universitas Serang Raya. *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 18(1), 54-69. Website: <http://jurnaledukasikemenag.org>.

<sup>2</sup> J. F. Staal. Ed. (1972). *A Reader on the Sanskrit Grammarians*. Cambridge, Massachusetts, and London: The MIT Press.

important.<sup>3,4</sup> Studying and deepening Hindu teachings cannot be separated from Sanskrit which is the root of Hindu teachings. However, Sanskrit is a scourge to learn, and understanding Sanskrit forms and concepts means understanding its grammatical form. Sanskrit has root word forms, vyakarana, and coding forms in sentence formation. Before understanding grammatical forms, students, as a first step, must use them in communication.

There is no proper syllabus for learning Sanskrit so the language curriculum is incomplete, and thus, a structured syllabus needs to be developed to make the learning process more effective. Almost all students do not know Sanskrit from elementary to high schools, therefore, the author finds it difficult to complete the curriculum. As one of the compulsory courses in two semesters, Sanskrit consists of four credits, namely Sanskrit II (2 credits), and Sanskrit III (2 credits). This research analyzes documents with SWOT (strengths, weaknesses, opportunities, and threats). The formulation of the problems in this research are (1) What is the purpose of preparing the syllabus development, (2) What is the process of preparing the syllabus, (3) What materials are used in preparing the syllabus, and (4) What is the syllabus model that has been developed?

### Perspective in Syllabus Development

As a qualitative research, it was carried out in four stages, namely design, planning, implementation, and evaluation with Research and Development (R&D) perspective to develop a new product or improve the existing one.<sup>5,6</sup> Preparing a syllabus is an important aspect in supporting an effective learning process in higher education. A good syllabus can guide lecturers in compiling the curriculum and managing the learning process so that it meets the desired academic standards.<sup>7</sup> Learning process planning includes syllabus and learning implementation plan (RPP) which contains subject identity, competency standards (SK), basic competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources. The syllabus provides direction about what must be achieved to achieve the learning objectives and what methods will be used.<sup>8</sup> The development stage means the product design stage that will be produced by following the following steps; preparing media needs for video tutorials which include lecture teaching materials and lecture scenarios to present the material.<sup>9</sup> Syllabus development is a complex process, and there are several theories that can be considered, for example, theories of learning and teaching, curriculum construction, hidden curriculum, learning model, cognitive development, knowledge construction, competency, problem-based learning, multidisciplinary approach, and lifelong learning. From all of these, curriculum construction and hidden curriculum theories are used. The first is concerned with the way the curriculum and syllabus are constructed. One of the main approaches is the backward design approach, which emphasizes the learning objectives first before planning teaching and assessment methods. The final theory focuses on the idea that the curriculum and syllabus reflect certain values

<sup>3</sup> I Gde Pudja. (1982). *Pedoman Khusus Bidang Studi Bahasa Sanskerta*. Jakarta: Proyek Pembinaan Mutu Pendidikan Agama Hindu dan Budha, Departemen Agama RI.

<sup>4</sup> I Gde Pudja. (2005). *Bhagavad Gita (Pancama Veda)*. Surabaya: Paramita.

<sup>5</sup> Nana Syaodih Sukmadinata. (2005). *Landasan Psikologi Proses Pendidikan*. Bandung: Remaja Rosdakarya Offset.

<sup>6</sup> Putra N. (2011). *Research and Development*. Jakarta: Gramedia. P. 67.

<sup>7</sup> Chairil Anwar Korompot, Geminastiti Sakkir, Syarifuddin Dollah, Munir, & Jumase Basra. (2023). *Lokakarya Penyusunan Silabus Bagi Dosen Di Universitas Muhammadiyah Bulukumba*. *Jurnal GEMBIRA (Pengabdian Kepada Masyarakat)*. Vol. 1, No. 5: p. 1155.

<sup>8</sup> Eva Fitra. (2023). *Peningkatan Kemampuan Guru Dalam Pengembangan Silabus Dan RPP Melalui Pola Pembinaan Profesional Dengan Pendekatan Kooperatif Di SMA Negeri 14 Medan Semester 2 Tahun Pelajaran 2022/2023*. *Cybernetics: Journal Educational Research and Social Studies*. Vol. 4, No. 1: 10-11. <http://pusdikra-publishing.com/index.php/jrсс>.

<sup>9</sup> Nora Susilawati & Desri Nora AN. (2017). *Pengembangan Video Tutorial Pembuatan Silabus Dan Rencana Program Pembelajaran Bagi Mahasiswa*. *Edudikara: Jurnal Pendidikan dan Pembelajaran*, Vol 2 (4): p. 366.

and priorities and recognizes that apart from materials, aspects such as culture, politics, and worldview can also influence syllabus development.<sup>10</sup>

### Types and Methods of Research

This research is qualitative having primary and secondary data sources. The first source focuses on the results of document analysis, such as the results of questionnaires distributed to a number of respondents. The last source includes books, published articles, and internet sites related to this research. Data collection techniques involve literature studies, observations, interviews, and documentation studies. Moreover, researchers also involve triangulation techniques including method triangulation, inter-researcher triangulation (if research is carried out with groups), data source triangulation, and theory triangulation. Before conducting the research, the researcher made observations first at the college. Then, interviews were conducted in three places, namely at UHN Ida Bagus Sugriwa Denpasar, at STAH Bhatara Guru Kendari, and in the Guidance Room of the Regional Office of the Ministry of Religion, Southeast Sulawesi Province.

### Data analysis techniques

Data analysis techniques include reduction, presentation, and drawing conclusions. Data reduction is carried out by simplifying, classifying, and discarding unnecessary data in such a way that the data can produce meaningful information and make it easier to draw conclusions. Data display is also a stage of qualitative data analysis techniques and is an activity when a set of data is arranged systematically and easily understood, thereby providing the possibility of producing conclusions. The form of presenting qualitative data can be in the form of narrative text (in the form of field notes), matrices, graphs, networks, or charts. Through the presentation of this data, the data is organized and arranged in a relationship pattern, making it easier to understand.<sup>11</sup>

Drawing conclusions and verifying data is the final stage in qualitative data analysis techniques and is carried out after the results of data reduction and refers to the objectives of the analysis to be achieved. This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems. The initial conclusions put forward are still temporary, and may undergo changes if no supporting evidence is found at the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid evidence, then the resulting conclusion is a credible conclusion. Verification is intended to make the assessment of the suitability of the data with the purposes contained in the basic concept of the analysis more precise and objective. One way can be done with peer debriefing.<sup>12</sup>

## DISCUSSION

### The concept of Sanskrit

Dwivedi AV (2015) (in Dwivedi 2018) argued that etymologically, the word Sanskrit is composed of the affix *sam* meaning *samyak* “entirely” and root *krit* “done,” and the connotative meaning of the word Sanskrit is crowned, adorned, refined, decorated, and transformed.<sup>13</sup> Simona Sawhney has ever questioned: What does “responding to the passion” of the Sanskrit texts mean here? He answered that at one level it means not reading them as spiritual or moral allegories but as stories about desire and sensuality.<sup>14</sup> Significantly, Sanskrit has more importance as a subject than a language which is

<sup>10</sup> Syaifuddin Sabda. (2016). Pengembangan Kurikulum (kajian teoritis), Perpustakaan Nasional RI: Katalog dalam Terbitan (KDT), (Yogyakarta)

<sup>11</sup> Gede Agus Siswandi. (2021). Studi Bahasa Sanskerta Sebagai Metode Belajar Agama Hindu. Denpasar: Universitas Hindu Negeri Ida Bagus Sugriwa Denpasar.

<sup>12</sup> Ida Kade Suparta. (2022). Implementasi Sambhāṣaṇa Dalam Upaya Mengembangkan Kemampuan Dasar Berbahasa Sanskerta. Mataram: Institut Agama Hindu Negeri Gde Pudja Mataram, Ganec Swara.

<sup>13</sup> Amitabh Vikram Dwivedi. (2018). Sanskrit (Sam'skr̥t). In P. Jain et al. (eds.), *Hinduism and Tribal Religions*, Encyclopedia of Indian Religions. [https://doi.org/10.1007/978-94-024-1036-5\\_508-1](https://doi.org/10.1007/978-94-024-1036-5_508-1).

<sup>14</sup> Simona Sawhney. (2009). *The Modernity of Sanskrit*. Minneapolis & London: University of Minnesota Press.



evident from various documents, ancient letters, and local people.<sup>15</sup> Sanskrit grammar is exigent to develop an elementary understanding of the ancient Indian philosophy, religious views, social issues, community laws, etc. as they are indicted in the Sanskrit language<sup>16</sup> (see also Kielhorn<sup>17</sup>). There are many ways to understand the role of Sanskrit education in the 19th century and the changes it underwent from the middle of that century onwards.<sup>18</sup> Cambridge Assessment International Education provides Syllabus Cambridge IGCSE Sanskrit 0499 consisting of two papers as subject content; the first paper includes language (covering lexicology and grammar) and the second one covers literature and epic civilization.<sup>19</sup>

In connection with the development of the Sanskrit Language Course Syllabus, the four concepts used are related to the concepts of educational management, curriculum development, syllabus development, and the Sanskrit itself. The first concept refers to a process of planning, organizing, implementing, and monitoring in managing resources, such as people, money, materials, methods, machines, markets, minutes, and information to achieve effective, and efficient goals in the field of education. The second one includes the substance of the curriculum which is seen as a learning plan for pupils or students, or a set of goals to be achieved, as a system that is part of schooling, education, and fields of study.<sup>20</sup> The third concept involves a series of considerations for planning and designing effective learning. This concept includes basic principles that must be considered when developing a syllabus and below are 12 key concepts in syllabus development.

- a. Learning Objectives: Identify clear and specific learning objectives. These objectives should describe what the course or program students are expected to know, understand, and be able to do.
- b. Learning Content: Determine what material will be taught. It includes the concepts, facts, theories, and skills that students must learn during a course or program.
- c. Teaching Methods: Choose the teaching methods that will be used to convey material to students. This can include lectures, discussions, projects, assignments, experiments, or other methods according to student characteristics and learning materials.
- d. Evaluation of Learning: Determine how you will assess student understanding and achievement. This includes types of assessment, such as exams, assignments, projects, presentations, and other means of assessment.
- e. Learning Sequence: Organize learning content in a logical and continuous sequence. A syllabus should include the division of material into units or topics, as well as the appropriate allocation of time for each topic.
- f. Resources: Identify the resources needed to support learning, including textbooks, online learning materials, hardware or software, and reference materials.
- g. Adaptation and Flexibility: The syllabus must have flexibility to accommodate changes that occur during the learning process. Teachers must be prepared to adjust lesson plans if necessary.
- h. Learning Diversity: Consider student diversity, including learning styles, levels of prior knowledge, and special needs. The syllabus must be designed to accommodate these differences.

<sup>15</sup> Trina Das, Sanatan Das, Sukumar Khorda. (2023). Tradition and Evolvement of the Practice of Sanskrit in Dantan. Bhatler College Journal of Multidisciplinary Studies. Vol. 11, No. 1: 1. Article link: <https://bcjms.bhatlercollege.ac.in/v11n1/v11n1ah01.pdf>.

<sup>16</sup> Sumit Sharma & Subhash Chandra. (2022). Web-based System for Derivational Process of Kṛdanta based on Pāṇinian Grammatical Tradition. Proceedings of the WILDRE-6 Workshop @LREC2020, pages 80–83 Marseille, 20 June.

<sup>17</sup> P. Kielhorn. (1912). A Grammar of the Sanskrit Language. 5<sup>th</sup> Ed. Bombay: Tukaram Javaji.

<sup>18</sup> Nita Kumar. (1997). The Modernization of Sanskrit Education. Occasional Paper No. 160. Calcutta: Centre for Studies in Social Sciences.

<sup>19</sup> Cambridge Assessment International Education. (2019). Syllabus Cambridge IGCSE Sanskrit 0499. Cambridge: UCLES.

<sup>20</sup> Syaifuddin Sabda. (2016). Pengembangan Kurikulum (Kajian Teoritis). Yogyakarta: Perpustakaan Nasional RI: Katalog dalam Terbitan (KDT).



- i. Learning Context and Environment: Consider the context in which learning will take place, such as the physical environment of the classroom, available technology, and other factors that may influence teaching and learning.
- j. Self-Evaluation: During the course or program, evaluate the syllabus and teaching methods to evaluate their effectiveness. Changes and improvements can be implemented based on the evaluation results.
- k. Communication: Communicate the syllabus to students so they have a clear understanding of what is expected of them during the course or program. Transparency in the syllabus is the key.
- l. Continuous Improvement: The syllabus development process must be dynamic and can be updated regularly based on teaching experience and learning evaluation.

The final concept, that is Sanskrit, has become one of the official languages in India because it is closely related to Hinduism and Buddhism. In Indonesia, Sanskrit is widely used in several major state events or celebrations and has five characteristics: (1) it has eight grammars, (2) it recognizes three sexes or genders, (3) there are three types of numbers, (4) it has a schema. basic, (5) has sandhi law. The Sanskrit tradition offers to each student of its texts a rich source both of potential assistance and of potential difficulties in the form of an extraordinary abundance of works of commentary.<sup>21</sup> In identifying the useful services offered by Sanskrit commentaries, we have been guided by the list of the five characteristics of commentaries, such as, *padaccheda*, *padarthokti*, *vigraha*, *vakyayojana*, and *aksepasamadhana*.<sup>22</sup> The literature in the Sanskrit tradition dealing with semantic problems is extremely extensive. In the present essay emphasis will be on the early period up to and including Bhartrhari. Even with regard to this period only some major points and developments can be discussed in the limited space available. The developments from Bhartrhari to the classical and modern period and the present will only be summarized very briefly.<sup>23</sup>

The basics of syllabus development are the principles and guidelines that form a framework for designing and developing an effective syllabus. The following are nine basics for developing the syllabus used in this research.

1. Learning Objectives: have clear and measurable learning objectives. These objectives describe what students are expected to know, understand, and be able to complete a course or program.
2. Learning Content: The syllabus includes learning content or materials that are relevant to a particular topic. This content must comply with applicable standards.
3. Teaching Methods: determine the teaching methods that will be used to convey material to students. These methods are suitable for learning objectives and student characteristics.
4. Learning Assessment: includes a clear assessment plan to measure student understanding and achievement. This includes the types of assessments to be used, timing, and assessment criteria.
5. Learning Sequence: organizes learning content in a logical and continuous sequence. This syllabus includes the division of material into units or topics, as well as appropriate time allocation.
6. Learning Resources: identify the resources needed to support learning, including textbooks, online learning materials, hardware or software, and reference materials.
7. Communication: The Sanskrit syllabus is communicated clearly to students so that they have a good understanding of what is expected of them during their education.
8. Self-Evaluation: Changes and improvements are implemented based on the results of the evaluation.
9. Compliance with Standards: This Sanskrit syllabus complies with the educational standards applicable in Educational Institutions in Indonesia.

<sup>21</sup> Gary A. Tubb & Emery R. Boose. (2007). *Scholastic Sanskrit: A Handbook for Students*. New York: Columbia University's Center for Buddhist Studies and Tibet House US.

<sup>22</sup> Ibid.

<sup>23</sup> Jan Houben. (1997). *The Sanskrit Tradition*. In E. F. Konrad Koerner. Eds. *The Emergence of Semantics in Four Linguistic Traditions: Hebrew, Sanskrit, Greek, Arabic*. (Amsterdam Studies in the Theory and History of Linguistic Science. Series III – Studies in the History of the Language Sciences). Vol. 82. Amsterdam/Philadelphia: John Benjamins Publishing Company.



### Syllabus development principle

The development of the Sanskrit syllabus uses the following principles.

1. Scientific: all material and activities contained in the syllabus must be correct and scientifically accountable.
2. Relevant is the scope, depth, level of difficulty and sequence of presentation of material in the syllabus according to the level of physical, intellectual, emotional, and spiritual development of students.
3. Systematic: the components of the syllabus are functionally interconnected in achieving competency.
4. Consistent: there is a consistent (regular, principled) relationship between basic competencies, main/learning material, learning activities, learning resources, and assessment.
5. Adequate: educational coverage, main/learning materials, learning activities, learning resources and assessments are sufficient to support the achievement of basic competencies.
6. Actual and Contextual: coverage, main/learning material, learning activities, and assessments pay attention to the latest developments in science, technology, and art in real life, and events that occur.
7. Flexible: all syllabus components can accommodate variations in students, as well as the dynamics of changes that occur in schools and educational demands. Meanwhile, teaching materials are determined based on and/or taking into account the culture of each region. This is intended so that students' lives are not separated from their environment.
8. Comprehensive: syllabus components cover the entire competency domain (cognitive, affective, psychomotor).

### Syllabus development models

There are several syllabus development models used in education to design effective learning plans. Each model has a different approach and characteristics. The followings are nine commonly used syllabus development models:

1. Linear Model or Specific Model: This model involves steps that are followed sequentially to develop a syllabus. These steps include setting learning objectives, planning content, selecting teaching methods, designing assessments, and lesson plans in that order. This model is suitable for situations where there are clear standards and strict planning is required.
2. Block Model: In this model, the syllabus is divided into several blocks or learning units. Each block covers a specific topic or concept. This allows flexibility in the delivery of material and allows teachers to adjust the sequence of blocks to suit student needs or learning situations.
3. Circular Model: This model involves a continuous process where the syllabus is constantly updated and refined. Continuous evaluation of learning effectiveness and learning plans are redesigned based on the results of these evaluations. This model supports continuous improvement in learning approaches.
4. Backward Design Model: This model emphasizes determining learning objectives first before planning teaching and assessment methods. Teachers or syllabus developers begin by determining desired learning outcomes and then designing learning experiences that will help students achieve those goals.
5. Integrative Model: This model promotes cross-disciplinary learning and helps students make connections between different concepts.
6. Spiral Model: This model involves repeating learning material at regular intervals. The same material is taught several times at varying levels of complexity or depth. This helps students understand concepts in depth over time.
7. Competency Model: In this model, the syllabus is built based on the competencies that students must possess. This competency includes certain knowledge, skills, and attitudes that students must master.
8. Project-Based Model: This model focuses on learning projects that engage students in practical experiences. Students work on projects that are relevant to educational material and allow them to apply their knowledge in real contexts.



9. Responsive Model: This model emphasizes responding to student needs and interests. The syllabus is developed based on teachers' understanding of their students and is designed to meet their unique needs.

The syllabus development model used in this research is the linear model or specific model, and the circular model. The objectives of the syllabus in the semester activity plan include making it easier, smoother, and improving the results of the teaching and learning process from various systematic and effective learning plans. There are several objectives for developing the syllabus, as indicated from (a) to (j).<sup>24</sup>

- a. To follow educational standards because the syllabus used must comply with educational standards set by local, national, or international education authorities. This is important to ensure that educational programs organized by universities, especially Hindu Religious Universities (PTKH), meet the necessary academic requirements.
- b. To align with the mission of the college. The syllabus must reflect the vision, mission, and values of the university. This syllabus must support the achievement of the university's strategic goals in terms of education, research and service to education.
- c. To ensure the relevance of the curriculum. Heads of higher education institutions need to ensure that the syllabus developed is relevant to the latest developments in the field of science being taught. This includes updating learning materials and teaching methods according to developments in knowledge and technology.
- d. To improve the quality of education. The main aim of syllabus development is to improve the quality of education provided by universities. The syllabus should be designed to promote the understanding, skills, and competencies needed by students to be successful in their careers.
- e. To integrate the principles of effective learning. College leaders must ensure that the syllabus integrates the principles of effective learning, such as problem-based teaching, collaborative teaching, and continuous evaluation.
- f. To adapt to student needs. The syllabus should take into account students' needs and interests and enable them to take part in the learning process actively.
- g. To encourage the development of soft skills. In addition to technical knowledge and skills, the syllabus should include the development of soft skills such as communication, leadership, and critical thinking abilities.
- h. To assess and monitor the learning process. College leaders need to establish effective evaluation methods to monitor student progress and ensure that the syllabus can produce the expected learning outcomes.
- i. To provide a foundation for research and development. The syllabus can also be used as a basis for scientific research and development carried out in universities.
- j. To meet stakeholder needs. The syllabus must consider input from various stakeholders, including students, lecturers, and educators, to ensure the relevance and quality of the educational program.

By paying attention to these goals, the head of a tertiary institution can direct the development of an effective and efficient syllabus to improve the quality of education at the tertiary institution. There are four aspects in evaluation, namely: a) evaluation of the implementation of the syllabus by the lecturer, b) evaluation of the syllabus design, c) evaluation of student learning outcomes, d) evaluation of the entire syllabus. Meanwhile, the challenges in developing the syllabus are 1) adapting it to student needs, 2) following educational standards, 3) integrating technology and innovation, 4) taking resource limits into account, 5) accommodating scientific and research developments, 6) determining clear learning goals, 7) integrating effective learning approaches, 8) measuring evaluation and assessment, 9) accommodating cultural diversity and multiculturalism, and 10) managing time efficiently.

Reducing the negative impact of an irrelevant syllabus requires careful and comprehensive educators. Here are some tips that can be taken to overcome the problem of less relevant syllabus:

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<sup>24</sup> Interview with I Nengah Suliarta, founder of Hindu college.



- a. Regular Syllabi Evaluation: Faculty and teaching staff regularly evaluate their syllabi to ensure that they remain relevant to the latest developments in the field of study. This evaluation can be carried out every semester or every academic year.
- b. Collaboration with Fellow Lecturers: Discussing with fellow lecturers and other teaching staff in the department or study program can help in developing a more relevant syllabus. Sharing experiences and knowledge can help create a better perspective.
- c. Data and Research Based: Investigating the latest data and research in the relevant field of study is important. This can help in understanding the latest trends and developments which can be integrated into the syllabus.
- d. Listen to Students' Feedback: Students often have valuable insights on how to improve the relevance of the syllabus. They can provide feedback on what they consider necessary and relevant in their learning.
- e. Exchange Ideas with Related Professionals: Communicating relevant to a particular field of study can provide valuable insight into needs and trends in the field.
- f. Use Instructional Technology: Integrating instructional technology in the syllabus can help update the content more dynamically. This includes the use of online resources, learning software, and virtual learning platforms.
- g. Flexibility in Learning Design: Create more flexible learning designs, allowing for easier adjustments and updates when changes are needed.
- h. Take part in Professional Training: Lecturers and instructors can take training and courses related to their field of study to stay informed about the latest developments.
- i. Support from Academic Leaders: College or department leaders can provide support and incentives to lecturers to update their syllabi regularly.
- j. Using a Curriculum Committee: Forming a curriculum committee consisting of lecturers, students, and education staff can help in developing and updating a more relevant syllabus.
- k. Evaluation of Learning Outcomes: Continuously measuring achievement of learning objectives and student learning outcomes is important in ensuring that the syllabus is delivering the expected results.
- l. Experimentation and Innovation: Daring to try new teaching methods and approaches can help increase the relevance of learning. Experimenting with different learning strategies can open up new opportunities.

The first module consists of three learning activities, presenting Sanskrit language and its development. Sanskrit is written in *devanagari* script and the word *devanagari* means the 'city (*nagari*) of immortals (*deva*)'.<sup>25,26</sup> The vowel form (*svara*) is for example: a, ā, i, ī, u, ū, e, o (अ, आ, इ, ई, उ, ऊ, ए, औ), while the consonant form (*vyanjana*) is for example: ka, kha, ga, gha, ṅa/nga (क, ख, ग, घ, ङ) , *guna* or *Vrddhi* (vowel changes) and *Samdi* (combining two sounds in one word or between words) for example the word *Kurvanti* ( कुर्वन्ति ). The literal meaning of *vyanjana* is decoration or adornment, while *swara* means accent, tone, and sound. The Sanskrit alphabet consists of vowels or *svara* and consonants or *vyanjana*.<sup>27</sup> On the basis of the experience mentioned above, the author believes that the Sanskrit syllabus, especially the materials used to support learning activities in achieving goals or in the form of this syllabus, needs to be studied from various aspects to find out whether this learning model is able to answer future challenges, especially challenges for students who have passed. The urgency is to obtain a syllabus development that is in line with

<sup>25</sup> Charles Wikner. (1996). A Practical Sanskrit Introductory. This print file is available from: <ftp://ftp.nac.ac.za/wikner/sktintro.ps600-jan02>.

<sup>26</sup> Edward Delavan Perry. (2004). A Sanskrit Primer. Delhi: Motilal Banarsidass.

<sup>27</sup> Amitabh Vikram Dwivedi. (2018). Sanskrit (Sam'skr't). In P. Jain et al. (eds.), Hinduism and Tribal Religions, Encyclopedia of Indian Religions. [https://doi.org/10.1007/978-94-024-1036-5\\_508-1](https://doi.org/10.1007/978-94-024-1036-5_508-1).





expectations for curriculum development, namely improving the quality of learning tools in the form of a syllabus at the Bhatara Guru Kendari Hindu College.

The Sanskrit Language Course Curriculum at the Bhatara Guru Kendari Hindu College from 2017 until now has undergone several improvements and revisions. Likewise in the learning tools, namely the Sanskrit syllabus, there needs to be development that leads to the right goals in line with the current goals of National Education. There is a need for time to revise the syllabus at various levels after a certain period of time due to the incessant development of various branches of science. The syllabus has been modified as per the requirements and made more useful and practical. Changes have been made mainly to training regulations, theory and school subjects, sessions/project work, internships and co-curriculum activities in all four semesters. In this improvement and development, there are several things that will be studied in this research. For example, how the development of this syllabus was designed and what the strategy for achieving it was, including determining graduate competency, elements, and syllabus structure of the Sanskrit course.

Overcoming the problem of less relevant syllabus is an ongoing effort. This requires a commitment to remain adaptable to the latest developments in the field of study and changes in student needs. Additionally, communication between lecturers, staff, and students is very important in ensuring that the syllabus is always relevant and useful. The material used in developing this Sanskrit syllabus includes Sanskrit script, classical Sanskrit texts, poetry and literary works, poetry, grammar and sentence structure, daily life vocabulary, mantras and slokas, the role of Sanskrit in history and religion, creative activities, and comparison with other languages.

### CONCLUSION

The product form of the development of the Sanskrit Language syllabus in STAH Bhatara Guru Kendari Hindu Religious Education includes various components that contribute to achieving the goals of learning Sanskrit and understanding the teachings of Hinduism. The Sanskrit syllabus is a valuable opportunity to introduce students to the rich ancient language and culture of India. Therefore, from the results of the analysis that has been carried out, some good materials to use in implementing learning in the form of a Sanskrit language syllabus are as follows:

- Sanskrit Script:** Teaches the form of Sanskrit script, namely the Devanagari script, starting from vowels (*svara*), for example, a, ā, i, ī, u, ū, e, o (अ, आ, इ, ई, उ, ऊ, ए, ओ), and consonants (*vyanjana*), for example, ka, kha, ga, gha, ṅa/nga (क, ख, ग, घ, ङ).
- Classical Sanskrit Texts:** Uses famous classical texts in Sanskrit such as the Mahabharata, Ramayana, Bhagavad Gita, or Veda. These texts contain invaluable moral, historical, and philosophical values and provide students with an insight into ancient Indian culture and civilization.
- Poetry and Literary Works:** Provide students with examples of classical poetry by famous poets like Kalidasa or Bhartrihari. Reading and understanding Sanskrit poetry help students appreciate the beauty of the language and complex literary structures.
- An example of a poem in Sanskrit originating from the work of Kalidasa.** This verse comes from his famous work, "Meghadūta" (The Cloud Messenger):

वसन्तः कुसुमितवसन्तरागः प्रमोदमोदोऽञ्जनदुष्टरगः। शशाङ्कशङ्खरशङ्खपूरवृतः सिन्धुरम्याम् विहरति स्वमिदम्॥

Transliteration:

vasantaḥ kusumita-vasanta-rāgaḥ pramoda-modo-ñjana-duṣṭa-ragaḥ | śaśāṅka-śaṅkhara-śaṅkha-pūra-vṛtaḥ sindhuramyām viharati svamidam ||

'Spring with its rose-red stains, with joy, greets the heart that has been scratched by your departure. In the clouds that shimmer like a fortress decorated with moonlight, that is the place to play now.'



The Meghadūta is one of the most famous Sanskrit poetic works and is considered one of the greatest works of Kalidasa. In this work, a man exiled in the forest asks a cloud to convey a message of love to his distant lover. This poem is an example of the beauty of Sanskrit poetry and Kalidasa's skill in describing nature and human feelings through beautiful and poetic words.

- e. Grammar and Sentence Structure: Teaches Sanskrit grammar and sentence structure. Focus on basic concepts such as verb conjugation, noun declension, and changes in word endings in different grammatical cases.
- f. Daily Life Vocabulary: Insert Sanskrit vocabulary that is relevant to everyday life such as introducing yourself, family members, objects around you, activities, and time. This helps students relate Sanskrit to the context of their lives.
- g. Mantras and Slokas: Teaches students popular mantras and slokas, such as mantras for health or good luck. Provides an explanation of the meaning and meaning behind these mantras.
- h. Role of Sanskrit in History and Religion: Provides an explanation of the importance of Sanskrit in Indian history, philosophy, and religion. Discuss how this language has become a sacred language for several religions such as Hinduism and Buddhism.
- i. Creative Activities: Encourage students to create creative works in Sanskrit, such as writing poetry, creating calligraphy, or memorizing and demonstrating slokas from classical texts.
- j. Comparison with Other Languages: Discuss the comparison between Sanskrit and other languages that have Sanskrit roots, such as Indo-European languages.

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