

Module/ Course Title : Introduction to Education					
Module /Course code SPB 60001	student workload 79 hours	Credits (ECTS) 2/3	Semester 1	Frequency Every Year (August)	duration 16 meeting
1	Types of courses Compulsory coursework	contact hours 3 CU x 50 minutes = 150 =2,5 hours per week	independent study 3 CU x 120 minutes = 360 minutes = 6 hours	class size 30	
2	Prerequisites for participation -				
3	<p>Course Description : Examine the basic concepts of human nature and its development, 2) Problem analysis, at this stage students analyze problems related to the discussion theme, for example concepts, goals, causal factors, and forms/examples of educational reform as well as the impact of globalization on education and alternative solutions/strategies for solving it. 3) Presentation and Discussion, at this stage students give each other opinions according to the theme of the study, 4) Review and reflection, the lecturer provides material reinforcement and reflects on lecture activities.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 2: Graduates are expected to shows a responsible attitude towards work in the field of Indonesian language and literature education independently ILOs 3: Graduates are expected to know the principles of pedagogy and technology within the framework of TPACK (Technological Pedagogical Content Knowledge) for learning Indonesian at high school levels as well as BIPA (Indonesian for Foreign Speakers), Indonesian linguistics, literature and language skills. ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of the development or implementation of science and technology in the fields of education, Indonesian language, and literature. ILOs 9: Graduates are expected to be able to analyze and apply theories, concepts, approaches in learning Indonesian language and literature and produce new learning designs or models, evaluation designs, innovative and tested learning media for learning Indonesian language and literature and BIPA. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Identify, classify, and explain the meaning of human nature and its development. Identify, classify, and explain the basic concepts of education, educational institutions, and the responsibilities of educational institutions. Identify, classify, and explain the foundations of education, the principles of education, and their application in education/learning as well as the flow of education. Identify, classify, and explain the components of education, interrelationships between components of education, three educational centers, and the relationship between educational environments. Identify, classify, and explain the concept of national education, paths and levels of education, types of education, and the relationship between development and national education. Identify, classify, and explain educational problems, the types, influencing factors, and alternative solutions/problems. Identify, classify, and explain the concepts, objectives, causative factors, and forms/examples of educational reform and the impact of globalization on education and alternative solutions/strategies for solving it. 				

4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> 1. Week 1 : Understanding, identifying, and being able to explain the definition of human nature and its development. 2. Week 2 : Understanding, identifying, and being able to explain the basic concepts of education, educational institutions, and the responsibilities of educational institutions. 3. Week 3 : Identifying, classifying, and explaining the foundations of education, the principles of education, and their application in education/learning as well as the flow of education. 4. Week 4 : Identifying, classifying, and explaining the components of education, the interrelationships between components of education, the three educational centers, and the relationship between the educational environment. 5. Week 5 : Identifying, classifying, and explaining the concept of national education, paths and levels of education, types of education, and the relationship between development and national education. 6. Week 6 : Identifying, classifying, and explaining educational problems, the types, the influencing factors, and alternative solutions/problems solving. 7. Week 7 : Identifying, classifying, and explaining concepts, objectives, causal factors, and forms/examples of educational reform and the impact of globalization on education and alternative solutions/strategies for its solution. 8. Week 8 : Mid-Term Test. 9. Week 9 : Identifying and skilled at compiling educational research titles as research results. 10. Week 10: Identifying and skilled at developing educational research frameworks as research results. 11. Week 11: Identifying and skilled at compiling educational research backgrounds as research results. 12. Week 12: Identifying and skilled at formulating educational research problem formulations as research results. 13. Week 13: Identifying and skilled at developing educational research methods as research results. 14. Week 14: Identifying and skilled at preparing educational research instruments as research results. 15. Week 15: Identifying and skilled at formulating solutions and presenting educational research as research results. 16. Week 16 : Final Examination.
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4	<p>Teaching methods Lectures, discussion, <i>project based learning</i></p>
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5	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class attendance and participation. This assessment is taken from the attendance and participation of students through questions and answers and discussions starting from 1—15 meetings. 2. Structured tasks. The assessment is taken from student assignments starting 2—15 meetings. 3. Quiz. The quiz is held at the 6th meeting in the form of a written test. The test material is taken from the meeting material 2—5. 4. Mid-term test. The Mid-term test is held at the 8th meeting in the form of a written test. The test material is taken from meeting materials 2—7. 5. Final Examination. The Final Examination is held at the 16th meeting in the form of a presentation. Each group presented test and nontest instruments and quality measurement results that had been made at meetings 9–15.
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Assessment summary


Assessment Task	Task Type	Due	Weighting
Attendance and Class Participation		Throughout the course	10%
Structured tasks 1	Summative	Meeting 2—5	5%
Structured tasks 2	Summative	Meeting 7 and 9—15	15%
Quiz	Summative	Meeting 6	15%
Mid-Term Test	Summative	Meeting 8	25%
Final Test	Formative	Meeting 16	30%
TOTAL			100%

6	This module is used in the following degree programmes as well : (Yes)
7	Responsibility for module: Machrus Abadi, M.Pd.
8	<p>Other information: Lectures use primary references such as journals, books and learning resources as follows.</p> <ol style="list-style-type: none"> 1. Danim, Sudarwan. 2011. <i>Pengantar Kependidikan: Landasan Teori dan 234 Metafora Pendidikan</i>. Bandung: Alfabeta. 2. Suardi, Moh. 2012. <i>Pengantar Pendidikan: Teori dan Aplikasi</i>. Jakarta: PT Indeks. 3. Tim Dosen FIP. 1995. <i>Pengantar Pendidikan</i>. Malang: IKIP Malang. 4. Tirtarahardja, Umar dan La Sulo. 2008. <i>Pengantar Pendidikan (Edisi Revisi)</i>. Jakarta: Kerjasama Pusat Perbukuan Depdiknas dengan Penerbit Rineka Cipta. 5. Undang-Undang RI Nomor 20 Tahun 2003. Tentang <i>Sistem Pendidikan Nasional</i>

Appendices:

1. Task Guidelines and Rubrics


Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Introduction to Education				
KODE	SBF 4024	ECT	2	SEMESTER	1
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Meeting 2-5					
DESCRIPTION					
Students are given the task to create a rational concept map, scope, achievement of Indonesian language competencies in the 2013 Curriculum for junior high and high school levels.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page concept map using <i>mind map applications, wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io</i>, or similar concept mind-map-making applications. Concept maps are provided with references. The concept map is collected in Google Classroom in PDF or JPEG format as a ticket for the 2nd meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map Outcome: students understand the basic concepts of learning planning which include the definition, the important score, the dimensions, the principles, and the benefits of lesson planning 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
Accuracy in formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
TIMES					
Meeting 2					
OTHERS : -					

REFERENCES


1. Danim, Sudarwan. 2011. *Pengantar Kependidikan: Landasan Teori dan 234 Metafora Pendidikan*. Bandung: Alfabeta.
2. Suardi, Moh. 2012. *Pengantar Pendidikan: Teori dan Aplikasi*. Jakarta: PT Indeks.
3. Tim Dosen FIP. 1995. *Pengantar Pendidikan*. Malang: IKIP Malang.
4. Tirtarahardja, Umar dan La Sulo. 2008. *Pengantar Pendidikan (Edisi Revisi)*. Jakarta: Kerjasama Pusat Perbukuan Depdiknas dengan Penerbit Rineka Cipta.
5. Undang-Undang RI Nomor 20 Tahun 2003. Tentang *Sistem Pendidikan Nasional*

Appendix Task Guidelines and Rubrics 2


		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Introduction to Education				
CODE	SBF 4024	ECT	2	SEMESTER	1
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Quiz					
COURSE LEARNING OUTCOME					
Understand the 2 nd – 5 th meeting materials					
DESCRIPTION					
Students attend written quiz. Quiz materials are taken from the 2 nd – 5 th meetings.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests. 2. The questions are multiple-choice questions with the total of 35 items. 3. The quiz is conducted using the Socrative platform. 4. The working time to do the quiz is 90 minutes. 					
OUTCOMES					
a. Object : written test					
b. Outcome: students understand the 2 nd – 5 th meeting materials.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Quiz score is obtained from the number of correct answers x 2,857.					
TIMES					
Meeting 6					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Danim, Sudarwan. 2011. <i>Pengantar Kependidikan: Landasan Teori dan 234 Metafora Pendidikan</i>. Bandung: Alfabeta. 2. Suardi, Moh. 2012. <i>Pengantar Pendidikan: Teori dan Aplikasi</i>. Jakarta: PT Indeks. 3. Tim Dosen FIP. 1995. <i>Pengantar Pendidikan</i>. Malang: IKIP Malang. 					

4. Tirtarahardja, Umar dan La Sulo. 2008. *Pengantar Pendidikan (Edisi Revisi)*. Jakarta: Kerjasama Pusat Perbukuan Depdiknas dengan Penerbit Rineka Cipta.
5. Undang-Undang RI Nomor 20 Tahun 2003. Tentang *Sistem Pendidikan Nasional*

Appendix Task Guidelines and Rubrics 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Introduction to Education				
CODE	SBF 4024	ECT	2	SEMESTER	1
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Mid Term Test					
COURSE LEARNING OUTCOME					
The students understand the 2 nd – 7 th meeting materials.					
DESCRIPTION					
Students attend the written mid-term test. The material is taken from the 2 nd – 7 th meeting materials.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do the mid-term test in the form of an individual written test. 2. Multiple choice questions with 35 questions. 3. The mid-term test is carried out using the Socrative platform. 4. The working time to do the mid-term test is 90 minutes. 					
OUTCOMES					
a. Object : written test					
b. Outcome: the students understand the 2 nd – 7 th meeting materials.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Mid-term score is obtained from the number of correct answers x 2,857.					
TIMES					
Meeting 8					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Danim, Sudarwan. 2011. <i>Pengantar Kependidikan: Landasan Teori dan 234 Metafora Pendidikan</i>. Bandung: Alfabeta. 2. Suardi, Moh. 2012. <i>Pengantar Pendidikan: Teori dan Aplikasi</i>. Jakarta: PT Indeks. 3. Tim Dosen FIP. 1995. <i>Pengantar Pendidikan</i>. Malang: IKIP Malang. 4. Tirtarahardja, Umar dan La Sulo. 2008. <i>Pengantar Pendidikan (Edisi Revisi)</i>. Jakarta: Kerjasama Pusat Perbukuan Depdiknas dengan Penerbit Rineka Cipta. 5. Undang-Undang RI Nomor 20 Tahun 2003. Tentang <i>Sistem Pendidikan Nasional</i> 					

Appendix Task Guidelines and Rubrics 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Introduction to Education				
CODE	SBF 4024	ECT	2	SEMESTER	1
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Skilled in presenting learning tools that have been prepared and explaining the importance of compiling those tools.					
DESCRIPTION					
In groups, students present the learning tools that have been prepared and explain the importance of compiling those tools.					
METHOD OF COMPLETION					
1. Each group presents the learning tools that have been prepared and explains the importance of compiling these tools 2. Other groups provide feedback.					
OUTCOMES					
a. Object : Oral Presentation b. Outcome: students skilled in presenting the learning tools that have been prepared and explaining the importance of compiling those tools.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Mastery of material	Can each group master the material presented?				
Clarity of material presentation	Is the material presented clearly and easily understood by the audience?				
Communicative	Do the language used by the group when presenting and answering the questions communicative?				
Skills in using media to support presentations	Is each group skilled in using media to support presentations?				
The attractiveness of the presentation	Is the material packaged into an interesting presentation?				
Fluency	Is each group able to present the material and answer the audience's questions smoothly?				
TIMES					
Meeting 16					
OTHERS : -					
REFERENCES					
1. Danim, Sudarwan. 2011. <i>Pengantar Kependidikan: Landasan Teori dan 234 Metafora Pendidikan</i> . Bandung: Alfabeta.					

2. Suardi, Moh. 2012. *Pengantar Pendidikan: Teori dan Aplikasi*. Jakarta: PT Indeks.
3. Tim Dosen FIP. 1995. *Pengantar Pendidikan*. Malang: IKIP Malang.
4. Tirtarahardja, Umar dan La Sulo. 2008. *Pengantar Pendidikan (Edisi Revisi)*. Jakarta: Kerjasama Pusat Perbukuan Depdiknas dengan Penerbit Rineka Cipta.
5. Undang-Undang RI Nomor 20 Tahun 2003. Tentang *Sistem Pendidikan Nasional*