

Module/ Course Title : Introduction to Learning					
Module /Course code SPI61026	student workload 79 hours	Credits (ECTS) 2/3	Semester 5	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 :</p> <p>1) Examine the concept of learning principles and the learning principles., 2) Problem analysis, students analyze the problems related to the discussion theme, such as concepts, objectives, causal factors, and forms/examples of educational problems, the types, the influencing factors, and the alternative solutions/problem solvings., 3) Presentation and Discussion, students are sharing their 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 analyse 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 definition of learning and the learning of Indonesian language and literature. Identify, classify, and explain the definition of learning principles and the learning principles. Identify, classify, and explain the learning components. Identify, classify, and explain the definition of learning theories and the learning. Identify, classify, and explain the definition of social interaction and the learning motivation. Identify, classify, and explain the definition of approaching concept, models, and learning methods. Identify, classify, and explain the definition of learning resources of the learning media Identify, classify, and explain the definition of learning problem conditions and the learning Identify, classify, and explain the definition of approach learning concept, position and the basic requirements of learning evaluation and the learning. Identify, classify, and explain the definition of the learning and the curriculum development. 				

4	<p>Subject aims/ Content(s)</p> <ol style="list-style-type: none"> 1. Week 1 : Identifying, classifying, and explaining the definition of learning and the learning of Indonesian language and literature. 2. Week 2 : Identifying, classifying, and explaining the definition of learning principles and the learning principles. 3. Week 3 : Identifying, classifying, and explaining the learning components. 4. Week 4 : Identifying, classifying, and explaining the definition of learning theories and the learning. 5. Week 5 : Identifying, classifying, and explaining the definition of social interaction and the learning motivation. 6. Week 6 : Identifying, classifying, and explaining the educational problems, the types, the influencing factors, and the alternative solutions/problem solvings. 7. Week 7 : Identifying, classifying, and explaining the definition of learning resources of the learning media 8. Week 8 : Mid-Term Test 9. Week 9 : Identifying, classifying, and explaining the definition of learning problem conditions and the learning. 10. Week 10 : Identifying, classifying, and explaining the definition of approach learning concept, position and the basic requirements of learning evaluation and the learning. 11. Week 11: Identifying, classifying, and explaining the definition of the learning and the curriculum development. 12. Week 12: Identifying and skilled in finding the learning problems for educational research as a result of research. 13. Week 13: Identifying and skilled in compiling titles and formulations of educational research problems as a result of research. 14. Week 14: Identifying and skilled in compiling educational research instruments as a result of research. 15. Week 15: Identifying and skilled in developing solutions and presenting educational research as a result of research. 16. Week 16 : Final Examination.
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4	<p>Teaching methods Lectures, discussion, project-based learning.</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 5, 7, 9—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 5–6 and 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 / Penganggung jawab Modul : 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. Dimiyati dan Mudjiono,1992. <i>Belajar dan Pembelajaran</i>. Jakarta: Depdikbud. 2. Sanjaya, Wina. 2008. <i>Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan)</i>. Jakarta: Prenada Media Group. 3. Hamalik, Umar. 2001. <i>Proses Belajar Megajar</i>. Jakarta: Bumi Aksara. 4. Hasan, S. Hamid dan Asmawi Zainul. 1991/1992. <i>Evaluasi Hasil Belajar</i>. Jakarta: Depdikbud 				

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 Learning				
CODE	SPI61026	ECT	2	SEMESTER	5
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. Dimiyati dan Mudjiono, 1992. *Belajar dan Pembelajaran*. Jakarta: Depdikbud.
2. Sanjaya, Wina. 2008. *Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan)*. Jakarta: Prenada Media Group.
3. Hamalik, Umar. 2001. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
4. Hasan, S. Hamid dan Asmawi Zainul. 1991/1992. *Evaluasi Hasil Belajar*. Jakarta: Depdikbud


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 Learning				
CODE	SPI61026	ECT	2	SEMESTER	5
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					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the 2nd – 5th 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. Dimiyati dan Mudjiono, 1992. <i>Belajar dan Pembelajaran</i>. Jakarta: Depdikbud. 2. Sanjaya, Wina. 2008. <i>Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan)</i>. Jakarta: Prenada Media Group. 3. Hamalik, Umar. 2001. <i>Proses Belajar Mengajar</i>. Jakarta: Bumi Aksara. 4. Hasan, S. Hamid dan Asmawi Zainul. 1991/1992. <i>Evaluasi Hasil Belajar</i>. Jakarta: Depdikbud 					

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 Learning				
CODE	SPI61026	ECT	2	SEMESTER	5
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					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: the students understand the 2nd – 7th 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. Dimiyati dan Mudjiono,1992. <i>Belajar dan Pembelajaran</i>. Jakarta: Depdikbud. 2. Sanjaya, Wina. 2008. <i>Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan)</i>. Jakarta: Prenada Media Group. 3. Hamalik, Umar. 2001. <i>Proses Belajar Megajar</i>. Jakarta: Bumi Aksara. 4. Hasan, S. Hamid dan Asmawi Zainul. 1991/1992. <i>Evaluasi Hasil Belajar</i>. Jakarta: Depdikbud 					

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 Learning				
CODE	SPI61026	ECT	2	SEMESTER	5
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					
<ol style="list-style-type: none"> Each group presents the learning tools that have been prepared and explains the importance of compiling these tools Other groups provide feedback. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : Oral Presentation 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. Dimiyati dan Mudjiono, 1992. <i>Belajar dan Pembelajaran</i> . Jakarta: Depdikbud.					

2. Sanjaya, Wina. 2008. *Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan)*. Jakarta: Prenada Media Group.
3. Hamalik, Umar. 2001. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
4. Hasan, S. Hamid dan Asmawi Zainul. 1991/1992. *Evaluasi Hasil Belajar*. Jakarta: Depdikbud