

Module/ Course Title : Learning Planning of Indonesian Language and Literature					
Module /Course code SPI 61010	student workload 119 hours	Credits (credits/ECTS) 3/4.5	Semester 3	Frequency Every Year (August)	duration 16 meetings
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 : This course focuses on providing one of four types of teacher competencies, namely pedagogic competence. Pedagogic competence reflects to the skills of teacher's educational insights; skilled in designing, implementing, and evaluating learning; and proficient in understanding students. This competency is a basic competency for an educator before other competencies including social, personality, and professional competencies. The scope of this course focused on the competence in learning design based on the applicable curriculum and the development of learning models for the student in accordance with the demands of the times.</p> <p>Intended Learning outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently ILOs 3: Graduates are expected to master the principles of pedagogy and technology within the framework of TPACK (Technological Pedagogical Content Knowledge) for learning Indonesian at high school levels. ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of development or implementation of science and technology in the fields of Indonesian education, language, and literature. ILOs 9: Graduates are expected to analyse and apply theories, concepts, approaches in Indonesian language and literature learning as well as deliver new learning designs or models for Indonesian language and literature learning. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Students are able to describe and formulate the basic concepts of learning planning. Students are able to describe and formulate the rationale and philosophy of the 2013 Curriculum for Junior High Schools and the Curriculum for the Driving School Program for Senior High School in Bahasa Indonesia subject. Students are able to describe and formulate the application of learning and assessment models in Bahasa Indonesia subject according to the 2013 Curriculum for Junior High Schools and the Driving School Program Curriculum for Senior High Schools. Students are able to describe and formulate the connection of learning plan according to the 2013 Curriculum for Junior High School and the Curriculum of the Driving School Program for Senior High School with 21st century skills, character education, and literacy. Students are able to examine the core competencies of Bahasa Indonesia subject in the 2013 Curriculum for Junior High Schools and the Curriculum for the Driving School Program for Senior High Schools. Students are able to develop Bahasa Indonesia's learning tools based on the 2013 Curriculum for Junior High Schools and the Driving School Program Curriculum for Senior High Schools. 				

4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> 1st Meeting: Understanding RPS, net-etiquette, and lecture-student's agreement. 2nd Meeting: Students are able to explain the meaning, importance, dimensions, principles, and benefits of learning plan. 3rd Meeting: Students are able to explain the rationale, scope, and achievement of Bahasa Indonesia competencies in the 2013 Curriculum for the Junior High School level and the Driving School Program Curriculum for the Senior High School level. 4th Meeting: Students are able to construct learning models, domains, 21st century skills, character education, literacy, learning experiences, and assessment systems in the 2013 Curriculum and the Driving School Program Curriculum. 5th Meeting: Students are able to correlate the relationship between learning plan and the 2013 Curriculum and the Curriculum of the Driving School Program with 21st century skills, character education, and literacy. 6th Meeting: Quiz 7th Meeting: Students are able to classify core competencies of Bahasa Indonesia subjects in the 2013 Curriculum at the Junior High School level and the Driving School Program Curriculum at the Senior High School level in terms of competency standards, basic competencies, objectives, classes and semesters, and scope. 8th Meeting: Mid-term test 9th Meeting: Students are skilled in compiling the Details of Effective Week with 2013 Curriculum for Junior High Schools and Curriculum of the Driving School Program for Senior High Schools. 10th Meeting: Students are skilled in preparing the Annual Program with the 2013 Curriculum for Junior High School and the Driving School Program Curriculum for Senior High School. 11th Meeting: Students are skilled in preparing Semester Programs with 2013 Curriculum for Junior High Schools and Driving School Program Curriculum for Senior High Schools. 12th – 13th Meeting: Students are skilled in compiling a Syllabus with 2013 Curriculum for Junior High Schools and Learning Implementation Plans for the Curriculum of the Driving School Program for Senior High Schools. 14th—15th Meeting: Students are skilled in compiling the <i>Profil Pelajar Pancasila</i> Project Module for the Motivating School Program Curriculum for Senior High School. 16th Meeting: Final Semester Examination 								
4	<p>Teaching methods Lectures, discussions, <i>project-based learning</i></p>								
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 at 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 Semester Final Examination is held at the 16th meeting in the form of a presentation. Each group presents the learning tools in which have been made during the 9—15 meeting. <p>Assessment summary</p> <table border="1" data-bbox="204 1960 1391 2130"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>due</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>10%</td> </tr> </tbody> </table>	Assessment Task	Task Type	due	Weight	Attendance and Class Participation		Throughout the course	10%
Assessment Task	Task Type	due	Weight						
Attendance and Class Participation		Throughout the course	10%						

Structured tasks 1	Summative	Meetings 2-5	5%
Structured tasks 2	Summative	Meetings 7 and 9—15	15%
Quiz	Summative	Meeting 6	15%
Mid-Term Test	Summative	Meeting 8	25%
Final Examination	Formative	Meeting 16	30%
TOTAL			100%

6 This module is used in the following degree programs as well : (Yes)

7 Responsibility for module : Putri Kumala Dewi, M.Pd.

8 Other information:

Lectures use primary references such as journals, books and learning resources as follows.


1. Amri, Sofan dan Iif Khoiru Ahmadi. 2010. *Konstruksi Pengembangan Pembelajaran*. Jakarta: Prestasi Pustaka.
2. Anderson, Lorin W., dan David R Krathwohl. 2010. *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar.
3. Han, Weilin, Dicky, Susanto, dkk. 2017. *Literasi Numerasi*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
4. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
5. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
6. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMA/SMK/MA Kelas VII*. Jakarta: Kemendikbud.
7. Kementerian Pendidikan dan Kebudayaan. 2017. *Silabus Bahasa Indonesia Tingkat SMP/MTS*. Jakarta: Kemendikbud.
8. Kementerian Pendidikan dan Kebudayaan. 2017. *Silabus Bahasa Indonesia Tingkat SMA/SMK//MA*. Jakarta: Kemendikbud.
9. Kemendikbud. 2017. *Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas.
10. Kemendikbud. 2020. *Buku Saku Rencana Pelaksanaan Pembelajaran 1 Lembar*. Jakarta : Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.
11. Kemendikbud. 2020. *Penyusunan RPP Kurikulum 2013 (Berdasarkan SE No. 14 Tahun 2019)*. Jakarta : Direktorat Jenderal Pendidikan Dasar dan Menengah.
12. Kosasih, Engkos. 2013. *Kreatif Berbahasa Indonesia untuk SMA/MAK kelas X*. Jakarta: Erlangga. Kementerian Pendidikan dan Kebudayaan. 2012. *Dokumen Kurikulum 2013*. Jakarta: Kemendikbud.
13. Majid, Abdul. 2011. *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: PT Remaja Rosdakarya.
14. Majid, Abdul. 2012. *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: Remaja Rosdakarya.
15. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
16. Mulyasa, E. 2013. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya .
17. Mulyasa, E. 2007. *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Remaja Rosdakarya.
18. Nasrullah, Rullie, Wahyu, Aditya, dkk. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
19. Permendikbud No. 37 Tahun 2018 tentang Kompetensi Inti dan Kompetensi Dasar Bahasa Indonesia SD/MI, SMP/MTS, SMA/MA.
20. Rusman. 2011. *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers.
21. Sanjaya, Wina. 2008. *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana Prenada Group.

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| <ol style="list-style-type: none">22. Sanjaya, Wina. 2011. <i>Strategi Pembelajaran Berorientasi Standar Proses Pendidikan</i>. Jakarta: Kencana Prenada Media.23. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, dkk. 2017. <i>Literasi Baca Tulis</i>. Jakarta: Kemendikbud.24. Suprijono, Agus. 2012. <i>Cooperative Learning</i>:.Jogjakarta: Pustaka Pelajar.25. Triyanto. 2011. <i>Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik</i>. Jakarta: Prestasi Pustaka.26. Uno, Hamzah B. 2011. <i>Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif</i>. Jakarta: PT Bumi Aksara.27. Uno, Hamzah B. 2011. <i>Perencanaan Pembelajaran</i>. Jakarta: PT Bumi Aksara.28. Tim Penyusun. 2020. <i>E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif</i>. Bandung : Kelas Kreatif.29. Tim Penyusun. 2020. <i>RPP Inspiratif</i>. Jakarta: Pusat Kurikulum dan Pembelajaran, Badan Penelitian dan Pengembangan Kemendikbud. |
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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 TITLE		Learning Planning of Indonesian Language and Literature			
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOMES					
Explaining the rationale, scope, and achievement of Bahasa Indonesia competencies in the 2013 Curriculum for Junior High School and Senior High School levels.					
DESCRIPTION					
Students are given the task of making 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 Plan which include understanding, importance, dimensions, principles, and benefits of Learning Plan. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of 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					
2 nd Meeting					
OTHERS : -					
REFERENCES					

1. Amri, Sofan dan Iif Khoiru Ahmadi. 2010. *Konstruksi Pengembangan Pembelajaran*. Jakarta: Prestasi Pustaka.
2. Anderson, Lorin W., dan David R Krathwohl. 2010. *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar.
3. Majid, Abdul. 2011. *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: PT Remaja Rosdakarya.
4. Majid, Abdul. 2012. *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: Remaja Rosdakarya.
5. Sanjaya, Wina. 2008. *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana Prenada Group.
6. Sanjaya, Wina. 2011. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media.
7. Uno, Hamzah B. 2011. *Perencanaan Pembelajaran*. Jakarta: PT Bumi Aksara.

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	Learning Planning of Indonesian Language and Literature		
CODE	SPI 61010	ECT	3 SEMESTER 3
LECTURER	Putri Kumala Dewi, M.Pd		
TASK FORM			
Mind map			
COURSE LEARNING OUTCOME			
Explaining the rationale, scope, and achievement of Bahasa Indonesia competencies in the 2013 Curriculum for the Junior High School level and <i>Program Sekolah Penggerak</i> Curriculum for the Senior High School level			
DESCRIPTION			
Students are given the task of making a rational concept map, scope, achievement of Bahasa Indonesia competencies in the 2013 Curriculum for the Junior High School level and <i>Program Sekolah Penggerak</i> Curriculum for the Senior High School level.			
METHOD OF COMPLETION			
<ol style="list-style-type: none"> 1. 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. 2. The concept maps are provided the references. 3. The concept map is collected to the Google Classroom in PDF or JPEG format as the 3rd meeting entry ticket. 			
OUTCOMES			
<ol style="list-style-type: none"> a. Object : mind map b. Outcome: students understand the rationale, scope, and achievement of Bahasa Indonesia competencies in the 2013 Curriculum for the Junior High School level and <i>Program Sekolah Penggerak</i> Curriculum for the Senior High School level. 			


INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of 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?				

TIMES3rd Meeting**OTHERS : -****REFERENCES**

1. Anderson, Lorin W., dan David R Krathwohl. 2010. *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar.
2. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
3. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
4. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMA/SMK/MA Kelas VII*. Jakarta: Kemendikbud.
5. Kementerian Pendidikan dan Kebudayaan. 2017. *Silabus Bahasa Indonesia Tingkat SMP/MTS*. Jakarta: Kemendikbud.
6. Kementerian Pendidikan dan Kebudayaan. 2017. *Silabus Bahasa Indonesia Tingkat SMA/SMK//MA*. Jakarta: Kemendikbud.
7. Kemendikbud. 2017. *Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas.


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	Learning Planning of Indonesian Language and Literature						
CODE	SPI 61010	ECT	3	SEMESTER	3		
LECTURER	Putri Kumala Dewi, M.Pd						
TASK FORM							
Mind map							
COURSE LEARNING OUTCOME							
Constructing learning models, domains, 21 st century skills, character education, literacy, learning experiences, and assessment systems in the 2013 Curriculum and <i>Program Sekolah Penggerak</i> Curriculum							
DESCRIPTION							
Students are given the task of making concept maps of learning models, domains, 21 st century skills, character education, literacy, learning experiences, and assessment systems in the 2013 Curriculum and <i>Program Sekolah Penggerak</i> Curriculum.							
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. The concept maps are provided the references. The concept map is collected to the Google Classroom in PDF or JPEG format as the 4th meeting entry ticket. 							
OUTCOMES							
<ol style="list-style-type: none"> Object : mind map Outcome: students understand the rationale, scope, and achievement of Bahasa Indonesia competencies in the 2013 Curriculum for the Junior High School level and <i>Program Sekolah Penggerak</i> Curriculum for the Senior High School level. 							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
Concept identification accuracy		Do the concepts created by students demonstrate the correct identification of the relevant theory?					
The accuracy of correlating between concepts		Can students relate a concept to another?					
Accuracy of explaining the concept		Is the content of the concept map easy to understand?					
The accuracy of 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							
4 th Meeting							

OTHERS : -**REFERENCES**

1. Han, Weilin, Dicky, Susanto, dkk. 2017. *Literasi Numerasi*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
2. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
3. Mulyasa, E. 2013. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya .
4. Mulyasa, E. 2007. *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Remaja Rosdakarya.
5. Nasrullah, Rullie, Wahyu, Aditya, dkk. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
6. Permendikbud No. 37 Tahun 2018 tentang Kompetensi Inti dan Kompetensi Dasar Bahasa Indonesia SD/MI, SMP/MTS, SMA/MA.
7. Rusman. 2011. *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers.
8. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, dkk. 2017. *Literasi Baca Tulis*. Jakarta: Kemendikbud.
9. Suprijono, Agus. 2012. *Cooperative Learning*..Jogjakarta: Pustaka Pelajar.
10. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
11. Uno, Hamzah B. 2011. *Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif*. Jakarta: PT Bumi Aksara.
12. Tim Penyusun. 2020. *E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif*. Bandung : Kelas Kreatif.

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	Learning Planning of Indonesian Language and Literature				
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Correlating the connection between the 2013 Curriculum and the <i>Program Sekolah Penggerak</i> Curriculum Learning Plan with 21 st century skills, character education, and literacy.					
DESCRIPTION					
Students are given the task of making concept maps of learning models, domains, 21 st century skills, character education, literacy, learning experiences, and assessment systems in the 2013 Curriculum and <i>Program Sekolah Penggerak</i> Curriculum.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. 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. 2. The concept maps are provided the references. 3. The concept map is collected to the Google Classroom in PDF or JPEG format as the 5th meeting entry ticket. 					

OUTCOMES

- a. Object : mind map
- b. Outcome: students understand the rationale, scope, and achievement of Bahasa Indonesia competencies in the 2013 Curriculum for the Junior High School level and *Program Sekolah Penggerak* Curriculum for the Senior High School level.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of 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

5th Meeting


OTHERS : -

REFERENCES

1. Han, Weilin, Dicky, Susanto, dkk. 2017. *Literasi Numerasi*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
3. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
4. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMA/SMK/MA Kelas VII*. Jakarta: Kemendikbud.
5. Kementerian Pendidikan dan Kebudayaan. 2017. *Silabus Bahasa Indonesia Tingkat SMP/MTS*. Jakarta: Kemendikbud.
6. Kementerian Pendidikan dan Kebudayaan. 2017. *Silabus Bahasa Indonesia Tingkat SMA/SMK//MA*. Jakarta: Kemendikbud.
7. Kemendikbud. 2017. *Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas.
8. Kosasih, Engkos. 2013. *Kreatif Berbahasa Indonesia untuk SMA/MAK kelas X*. Jakarta: Erlangga.
9. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
10. Mulyasa, E. 2013. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya .
11. Nasrullah, Rullie, Wahyu, Aditya, dkk. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
12. Permendikbud No. 37 Tahun 2018 tentang Kompetensi Inti dan Kompetensi Dasar Bahasa Indonesia SD/MI, SMP/MTS, SMA/MA.
13. Rusman. 2011. *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers.
14. Sanjaya, Wina. 2011. *Stategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media.
15. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, dkk. 2017. *Literasi Baca Tulis*. Jakarta: Kemendikbud.


16. Suprijono, Agus. 2012. *Cooperative Learning*:Jogjakarta: Pustaka Pelajar.
17. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
18. Uno, Hamzah B. 2011. *Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif*. Jakarta: PT Bumi Aksara.
19. Tim Penyusun. 2020. *E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif*. Bandung : Kelas Kreatif.

Appendix Task Guidelines and Rubrics 5

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE	Learning Planning of Indonesian Language and Literature				
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, 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					
The quiz score is obtained from the number of correct answers x 2.857.					
TIMES					
6 th Meeting					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Amri, Sofan dan Iif Khoiru Ahmadi. 2010. <i>Konstruksi Pengembangan Pembelajaran</i>. Jakarta: Prestasi Pustaka. 2. Anderson, Lorin W., dan David R Krathwohl. 2010. <i>Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen</i>. Yogyakarta: Pustaka Pelajar. 3. Majid, Abdul. 2011. <i>Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru</i>. Bandung: PT Remaja Rosdakarya. 					

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Appendix Task Guidelines and Rubrics 6

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Learning Planning of Indonesian Language and Literature				
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Classification Table					
COURSE LEARNING OUTCOME					
Students are able to classify core competencies of Bahasa Indonesia subjects in the 2013 Curriculum at the Junior High School level and <i>Program Sekolah Penggerak</i> Curriculum at the High School level in terms of competency standards, basic competencies, objectives, classes and semesters, and scope.					
DESCRIPTION					
Students classify the core competencies of Bahasa Indonesia subjects in the 2013 Curriculum at the Junior High School level and <i>Program Sekolah Penggerak</i> Curriculum at the High School level in terms of competency standards, basic competencies, objectives, classes and semesters, and scope in a teamwork.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students in the class are divided into two topics, namely the 2013 Curriculum and <i>Program Sekolah Penggerak</i> Curriculum. 2. Each large group is divided into small groups consisting of three students. 3. Each group classifies the core competencies of Bahasa Indonesia subjects in the 2013 Curriculum at the Junior High School level and <i>Program Sekolah Penggerak</i> Curriculum at the High School level in terms of competency standards, basic competencies, objectives, classes and semesters, and scope. 4. The classifications are made in tabular form in Microsoft Excel. 5. The results were presented in class on the 7th meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : classification table b. Outcome: students are skilled to classify the core competencies of Bahasa Indonesia subject in the 2013 Curriculum at the Junior High School level and <i>Program Sekolah Penggerak</i> Curriculum at the High School level in terms of competency standards, basic competencies, objectives, classes and semesters, and scope. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of the results of the classification of curriculum structure 2013 for junior high school and <i>Program Sekolah Penggerak</i> Curriculum for high school	Are the results of the 2013 Curriculum structure classification for Junior high school and <i>Program Sekolah Penggerak</i> Curriculum right on aspects of competency standards, basic competencies, goals, classes and semesters, and scope?				

The accuracy of the results of the 2013 Curriculum structure review for Junior High school and <i>Program Sekolah Penggerak</i> Curriculum for high school	Are the results of the study of competency standards, basic competencies, objectives, classes and semesters, and scope in the 2013 Curriculum for Junior High and <i>Program Sekolah Penggerak</i> Curriculum for high school appropriate?				
The completeness details of the structure of the 2013 Curriculum for Junior High school and the <i>Program Sekolah Penggerak</i> Curriculum for high school	Are the results of the 2013 Curriculum structure classification for Junior High school and <i>Program Sekolah Penggerak</i> Curriculum completed and detailed on aspects of competency standards, basic competencies, goals, classes and semesters, and scope?				
The accuracy of construction structure Curriculum 2013 for Junior High and <i>Program Sekolah Penggerak</i> Curriculum for high school	Are the construction results against the competency standards, basic competencies, objectives, classes and semesters, and scope in the 2013 Curriculum for Junior High and <i>Program Sekolah Penggerak</i> Curriculum for high school appropriate?				
Fluency	Can each member of the group present the results of the group's work fluently?				
Communicative	Can each member of the group present the results of the group's work clearly and easily understood?				
Confident	Is each member of the group confident in presenting the results of the group's work?				

TIMES

7th Meeting


OTHERS : -

REFERENCES

1. Amri, Sofan dan Iif Khoiru Ahmadi. 2010. *Konstruksi Pengembangan Pembelajaran*. Jakarta: Prestasi Pustaka.
2. Anderson, Lorin W., dan David R Krathwohl. 2010. *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar.
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Appendix Task Guidelines and Rubrics 7

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION
STUDENT TASK GUIDELINE	
COURSE	Learning Planning of Indonesian Language and Literature
CODE	SPI 61010 ECT 3 SEMESTER 3
LECTURER	Putri Kumala Dewi, 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 take the mid-term test 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 mid-term test is 90 minutes. 	
OUTCOMES	
<ol style="list-style-type: none"> a. Object: written test b. Outcome: students understand the 2nd – 7th meeting materials 	


INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING
The mid-term test score is obtained from the number of correct answers x 2.857.
TIMES
8 th Meeting
OTHERS : -
REFERENCES
<ol style="list-style-type: none"> 1. Amri, Sofan dan Iif Khoiru Ahmadi. 2010. <i>Konstruksi Pengembangan Pembelajaran</i>. Jakarta: Prestasi Pustaka. 2. Anderson, Lorin W., dan David R Krathwohl. 2010. <i>Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen</i>. Yogyakarta: Pustaka Pelajar. 3. Majid, Abdul. 2011. <i>Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru</i>. Bandung: PT Remaja Rosdakarya. 4. Majid, Abdul. 2012. <i>Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru</i>. Bandung: Remaja Rosdakarya. 5. Sanjaya, Wina. 2008. <i>Perencanaan dan Desain Sistem Pembelajaran</i>. Jakarta: Kencana Prenada Group. 6. Sanjaya, Wina. 2011. <i>Strategi Pembelajaran Berorientasi Standar Proses Pendidikan</i>. Jakarta: Kencana Prenada Media. 7. Uno, Hamzah B. 2011. <i>Perencanaan Pembelajaran</i>. Jakarta: PT Bumi Aksara. 8. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII</i>. Jakarta: Kemendikbud. 9. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII</i>. Jakarta: Kemendikbud. 10. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Bahasa Indonesia Wahana Pengetahuan SMA/SMK/MA Kelas VII</i>. Jakarta: Kemendikbud. 11. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Silabus Bahasa Indonesia Tingkat SMP/MTS</i>. Jakarta: Kemendikbud. 12. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Silabus Bahasa Indonesia Tingkat SMA/SMK//MA</i>. Jakarta: Kemendikbud. 13. Kemendikbud. 2017. <i>Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)</i>. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas. 14. Han, Weilin, Dicky, Susanto, dkk. 2017. <i>Literasi Numerasi</i>. Jakarta : Kementerian Pendidikan dan Kebudayaan. 15. Muliawan, Jasa Ungguh. 2016. <i>45 Model Pembelajaran Spektakuler</i>. Yogyakarta: Ar-Ruzz Media. 16. Mulyasa, E. 2013. <i>Pengembangan dan Implementasi Kurikulum 2013</i>. Bandung: Remaja Rosdakarya . 17. Mulyasa, E. 2007. <i>Kurikulum Tingkat Satuan Pendidikan</i>. Bandung: Remaja Rosdakarya. 18. Nasrullah, Rullie, Wahyu, Aditya, dkk. 2017. <i>Literasi Digital</i>. Jakarta: Kemendikbud. 19. Permendikbud No. 37 Tahun 2018 tentang Kompetensi Inti dan Kompetensi Dasar Bahasa Indonesia SD/MI, SMP/MTS, SMA/MA. 20. Rusman. 2011. <i>Model-model Pembelajaran: Mengembangkan Profesionalisme Guru</i>. Jakarta: Rajawali Pers. 21. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, dkk. 2017. <i>Literasi Baca Tulis</i>. Jakarta: Kemendikbud. 22. Suprijono, Agus. 2012. <i>Cooperative Learning</i>..Jogjakarta: Pustaka Pelajar. 23. Triyanto. 2011. <i>Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik</i>. Jakarta: Prestasi Pustaka. 24. Uno, Hamzah B. 2011. <i>Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif</i>. Jakarta: PT Bumi Aksara. 25. Tim Penyusun. 2020. <i>E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif</i>. Bandung : Kelas Kreatif.

Appendix Task Guidelines and Rubrics 8

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION					
STUDENT TASK GUIDELINE							
COURSE	Learning Planning of Indonesian Language and Literature						
CODE	SPI 61010	ECT	3	SEMESTER	3		
LECTURER	Putri Kumala Dewi, M.Pd						
TASK FORM							
Effective Week Details							
COURSE LEARNING OUTCOME							
Skilled in compiling Effective Week Details with 2013 Curriculum for Junior High and <i>Program Sekolah Penggerak</i> Curriculum							
DESCRIPTION							
Students compile effective week details with the 2013 curriculum for junior high school and <i>Program Sekolah Penggerak</i> Curriculum in a teamwork.							
METHOD OF COMPLETION							
1. Each small group of three members compiled effective week details according to the type of curriculum and levels that have been divided at the 7 th meeting. 2. Effective Week details are collected in Microsoft Excel format in Google Classroom at the 9 th meeting							
OUTCOMES							
a. Object: Details Week Details b. Outcome: Students are skilled to compile Effective Week Details for Bahasa Indonesia subjects in curriculum 2013 at junior high level and <i>Program Sekolah Penggerak</i> Curriculum for high school.							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
The accuracy of Effective Week Details structure		Is the effective week detail structure appropriate?					
The completeness of effective week details structure		Is the effective week details structure complete?					
Suitability of content of Effective Week Details with academic calendar		Does the contents of the Effective Week Details fit the academic calendar?					
Honest		Do students do their own homework, don't cheat, don't plagiarized?					
TIMES							
9 th Meeting							
OTHERS : -							
REFERENCES							
1. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII</i> . Jakarta: Kemendikbud. 2. Kementerian Pendidikan dan Kebudayaan. 2017. <i>Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII</i> . Jakarta: Kemendikbud.							

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7. Permendikbud No. 37 Tahun 2018 tentang Kompetensi Inti dan Kompetensi Dasar Bahasa Indonesia SD/MI, SMP/MTS, SMA/MA.

Appendix Task Guidelines and Rubrics 9

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Learning Planning of Indonesian Language and Literature				
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Yearly Plan					
COURSE LEARNING OUTCOME					
Students are skilled in compiling a Yearly Plan with the 2013 Curriculum for Junior High and and <i>Program Sekolah Penggerak</i> Curriculum for high school.					
DESCRIPTION					
Students organize a Yearly Plan with the 2013 Curriculum for Junior High and and <i>Program Sekolah Penggerak</i> Curriculum for high school in a teamwork.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Each small group of three members compiled Yearly Plan according to the type of curriculum and levels that have been divided at the 7th meeting. 2. Yearly Plan are collected in Microsoft Excel format in Google Classroom at the 9th meeting 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Yearly Plan b. Outcome: Students are skilled compile a Yearly Plan for Bahasa Indonesia subjects in the 2013 Curriculum at the junior level and <i>Program Sekolah Penggerak</i> Curriculum at the high school level. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
				Performance Achievement Score	
				1	2
				3	4
ASPECT	DESCRIPTOR				
The accuracy of Yearly Plan structure	Is the Yearly Plan structure appropriate?				
The completeness of Yearly Plan structure	Is the Yearly Plan structure complete?				

Suitability of content of Yearly Plan with academic calendar	Does the contents of the Yearly Plan fit the academic calendar?				
Honest	Do students do their own homework, don't cheat, don't plagiarized?				

TIMES


10th Meeting

OTHERS : -

REFERENCES

1. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
2. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
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7. Permendikbud No. 37 Tahun 2018 tentang Kompetensi Inti dan Kompetensi Dasar Bahasa Indonesia SD/MI, SMP/MTS, SMA/MA.

Appendix Task Guidelines and Rubrics 10

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE	Learning Planning of Indonesian Language and Literature				
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Semester Program					
COURSE LEARNING OUTCOME					
Students are skilled in compiling a Semester Program with the 2013 Curriculum for Junior High and and <i>Program Sekolah Penggerak</i> Curriculum for high school.					
DESCRIPTION					
Students organize a Semester Program with the 2013 Curriculum for Junior High and and <i>Program Sekolah Penggerak</i> Curriculum for high school in a teamwork.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Each small group of three members compiled Semester Program according to the type of curriculum and levels that have been divided at the 7th meeting. 2. Semester Program are collected in Microsoft Excel format in Google Classroom at the 11th meeting 					
OUTCOMES					

- c. Object: Semester Program
 a. Outcome: Students are skilled compile a Semester Program for Bahasa Indonesia subjects in the 2013 Curriculum at the junior level and *Program Sekolah Penggerak* Curriculum at the high school level.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Semester Program structure	Is the Semester Program structure appropriate?				
The completeness of Semester Program structure	Is the Semester Program structure complete?				
Suitability of content of Semester Program with academic calendar	Does the contents of the Semester Program fit the academic calendar?				
Honest	Do students do their own homework, don't cheat, don't plagiarized?				

TIMES


11th Meeting

OTHERS :-

REFERENCES


1. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
2. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMP/MTS Kelas VII*. Jakarta: Kemendikbud.
3. Kementerian Pendidikan dan Kebudayaan. 2017. *Bahasa Indonesia Wahana Pengetahuan SMA/SMK/MA Kelas VII*. Jakarta: Kemendikbud.
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7. Permendikbud No. 37 Tahun 2018 tentang Kompetensi Inti dan Kompetensi Dasar Bahasa Indonesia SD/MI, SMP/MTS, SMA/MA.

Appendix Task Guidelines and Rubrics 11

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Learning Planning of Indonesian Language and Literature				
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Syllabus					
COURSE LEARNING OUTCOME					
Students are skilled in compiling syllabus with curriculum 2013 for junior high school					
DESCRIPTION					
Students arrange a Syllabus with curriculum 2013 for junior high school in a teamwork					
METHOD OF COMPLETION					
1. Each small group of three members and on the 7 th meeting got a task in the 2013 Curriculum for junior high school level to compile the Syllabus. 2. The syllabus is collected in Microsoft Word format in Google Classroom on the 12 th – 13 th meeting.					
OUTCOMES					
a. Object : Syllabus b. Outcome: Students are skilled in compiling syllabuses for Indonesian subjects in the 2013 Curriculum at junior high level.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
The accuracy of syllabus structure	Is the structure of the syllabus right?				
The completeness of syllabus structure	Is the syllabus structure complete?				
Conformity of syllabus contents with Prosem	Is the content of the Syllabus in accordance with the Semester Program?				
Suitability of methods and learning experiences with 21 st century skills, literacy, character education	Whether the content of the syllabus uses methods and learning experiences with 21st century skills, literacy, character education?				
Honest	Do students do their own homework, don't cheat, don't plagiarized?				
TIMES					
12 th – 13 th Meeting					
OTHERS : -					
REFERENCES					
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Appendix Task Guidelines and Rubrics 12


		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Learning Planning of Indonesian Language and Literature				
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Lesson Plan					
COURSE LEARNING OUTCOME					
Students are skilled in preparing a Lesson Plan with the 2013 Curriculum for Junior High school and the Driving School Program Curriculum for high school.					
DESCRIPTION					
Students arrange a Lesson Plan with curriculum 2013 for junior high school in a teamwork					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Each small group of three members and on the 7th meeting got a task in the 2013 Curriculum for junior high school level to compile the Lesson Plan. The Lesson Plan is collected in Microsoft Word format in Google Classroom on the 12th – 13th meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : Lesson Plan Outcome: Students are skilled in compiling Lesson Plan for Indonesian subjects in the 2013 Curriculum at junior high level. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
The accuracy of the structure of the Lesson Plan	Is the structure of the Lesson Plan appropriate?				
The completeness of the structure of the Lesson Plan	Is the structure of the Lesson Plan complete?				
Conformity of the contents of the Lesson Plan with the syllabus	Is the content of the Lesson Plan in accordance with the syllabus?				
Suitability of methods and learning experiences with 21 st century skills, literacy, character education	Are the learning procedures in the Learning Implementation Plan developed based on methods and learning experiences with 21 st century skills, literacy, and character education?				
Honest	Do students do their own homework, don't cheat, don't plagiarized?				
TIMES					
12 th – 13 th Meeting					

OTHERS : -

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Appendix Task Guidelines and Rubrics 13

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Learning Planning of Indonesian Language and Literature				
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
<i>Profil Pelajar Pancasila</i> Strengthening Project Module					
COURSE LEARNING OUTCOME					
Students are skilled in compiling a <i>Profil Pelajar Pancasila</i> Strengthening Project Module with the Curriculum of the <i>Program Sekolah Penggerak</i> Curriculum for High School.					
DESCRIPTION					
Students organized <i>Profil Pelajar Pancasila</i> Strengthening Project Module with the Curriculum of the <i>Program Sekolah Penggerak</i> for High School in a teamwork.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Each small group of three members and on the 7th meeting got a task in <i>Profil Pelajar Pancasila</i> Strengthening Project Module with the Curriculum of the <i>Program Sekolah Penggerak</i> Curriculum for High School. <i>Profil Pelajar Pancasila</i> Strengthening Project Module is collected in Microsoft Word format in Google Classroom on the 14th – 15th meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : <i>Profil Pelajar Pancasila</i> Strengthening Project Module Outcome: Students are skilled to develop <i>Profil Pelajar Pancasila</i> Strengthening Project Module for Bahasa Indonesia subjects with the <i>Program Sekolah Penggerak</i> for High School 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of <i>Profil Pelajar Pancasila</i> Strengthening Project	Is the structure of <i>Profil Pelajar Pancasila</i> Strengthening Project appropriate?				
The completeness structure of the <i>Profil Pelajar Pancasila</i> Strengthening Project	Is the structure of <i>Profil Pelajar Pancasila</i> Strengthening Project complete?				
The conformity content of the <i>Profil Pelajar Pancasila</i> Strengthening Project with the theme of <i>Profil Pelajar Pancasila</i>	Is the content of <i>Profil Pelajar Pancasila</i> Strengthening Project in accordance with the theme itself?				
The efficacy contents of <i>Profil Pelajar Pancasila</i> Strengthening Project and its benefits to the community	Is the content of <i>Profil Pelajar Pancasila</i> Strengthening Project actual and beneficial to the community directly?				

Conformity assessment of <i>Profil Pelajar Pancasila</i> Strengthening Project with <i>Profil Pelajar Pancasila</i> theme	Is the assessment of the contents of <i>Profil Pelajar Pancasila</i> Strengthening Project in accordance with the theme of the contents of <i>Profil Pelajar Pancasila</i> Strengthening Project?				
Honest	Do students do their own homework, don't cheat, don't plagiarized?				

TIMES

14th – 15th Meeting


OTHERS : -

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Appendix Task Guidelines and Rubrics 14

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Learning Planning of Indonesian Language and Literature				
CODE	SPI 61010	ECT	3	SEMESTER	3
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Students are skilled at presenting the learning devices that have been compiled and explaining the important value of compiling these devices.					
DESCRIPTION					
Students are able to present the learning devices that have been compiled and explain the important value of compiling these devices in a teamwork.					
METHOD OF COMPLETION					
1. Each group presented the learning devices that had been compiled and explained the important value of compiling those devices. 2. Another group give the feedback.					
OUTCOMES					
a. Object : Oral Presentation b. Outcome: Students are able to present the learning devices that have been compiled and explain the important value of compiling these devices.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of matter	Can each group master the material presented?				
Clarity of material exposure	Is the material clearly and easily understood by the audience?				
Communicative	Is the language using during the presentation communicative?				
Skills using presentation support media	Is each group skilled in using presentation support media?				
Courtesy of presentation	Is the material packaged into an interesting presentation?				

Fluency	Can each group present the material and answer the audience's questions smoothly?				
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TIMES

16th Meeting

OTHERS : -

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