

Module/ Course Title : Learning Recognition and Management Programme					
Module /Course code SPB60004	student workload 198,5 hours	Credits (ETC/ECT S) 5/7,5	Semester 7 atau 8	Frequency Every Year (July or January)	duration 1 semester (s)
1	Types of courses Field Practice and Compulsory coursework	contact hours 64 hours	independent study 162 hours	class size 15	
2	Prerequisites for participation/ Prasyarat untuk partisipasi Indonesian Language & Literature Learning Planning, Learning Strategy, Learning Media, Learning Evaluation, and Professional Ethics				
3	<p>Course Description : This course focuses on the practice of planning and practicing classroom management. The objectives are (1) students have knowledge and skills in classroom learning management through orientation and practice activities; (2) students know the professional duties and responsibilities of educators/teachers in learning, (3) students can use the educational skills learned in lectures on planning, classroom management, and learning evaluation to real-world situations; (4) students can practice developing educational competencies including pedagogic, personality, social, and professional competencies to gain the ideal competencies according to the Law on Teachers and Lecturers; (5) students master how to understand the school situation and curriculum, how to prepare lesson plans, apply various media and learning techniques, and evaluate the results; (6) students prepare to become a professional novice educator.</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 know the principles of pedagogy and technology within the framework of TPACK (Technological Pedagogical Content Knowledge) for learning Indonesian at high school levels, 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. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Being proficient in applying various techniques, media, and assessment systems in the implementation of learning in the classroom. Recognizing the differences in the characteristics of students and be able to consider techniques, media, and learning experiences that are in accordance with these characteristics. Being proficient in observing the school environment: recognizing school leaders, teachers, staff, school vision, and mission, as well as school development strategies. Being proficient in analyzing management, culture, and school curriculum including core competencies, basic competencies, details of effective weeks, achievement of subject competencies, and infrastructure supporting the learning process Mastering pedagogic competence includes the ability to understand the curriculum, develop learning tools, implement learning, master learning technology, evaluate learning, understand the characteristics of students, develop the potential of students. Mastering personality competencies include discipline, responsibility, creativity, activity, politeness, steady and stable personality, maturity, wisdom, and an authoritative personality. Mastering social competence includes being able to work collaboratively, complying with norms, acting objectively, being able to adapt to the environment, being communicative, empathetic, polite, tolerant, and able to accept constructive criticism. Mastering professional competencies including mastering learning materials, mastering how 				

	<p>to open lessons, being able to ask and respond, being creative in developing variations of learning, communicative in explaining the material, being proficient in managing classes, helping students' learning difficulties, able to allocate learning time proportionally according to suitability the material provided, able to motivate students, and able to close the lesson.</p> <p>9. Being sensitive to problems in the classroom and skilled in compiling them into research in the field of education.</p>																				
4	<p>Subject aims/ Content (s) (Learning Introduction and Management Program on Campus)</p> <ol style="list-style-type: none"> Week 1—2: Understand the procedures for implementing the Introduction and Management of Learning Program, both on campus and at school; the practice of preparing lesson plans, teaching materials, learning media, assessment instruments, educational research designs, and microteaching. <p>(Learning Introduction and Management Program at School)</p> <ol style="list-style-type: none"> Week 3: Proficient in analyzing management, culture, and school curriculum including core competencies, basic competencies, details of effective week, achievement of subject competencies, and infrastructure supporting the learning process. Week 4: Develop learning tool, teaching practice, research in school, reflection, and evaluation 1. Week 5: Develop learning tool, teaching practice, research in school, reflection, and evaluation 2. Week 6: Develop learning tool, teaching practice, research in school, reflection, and evaluation 3. Week 7: Develop learning tool, teaching practice, research in school, reflection, and evaluation 4. Week 8: Develop learning tool, teaching practice, research in school, reflection, and evaluation 5. Week 9: Develop learning tool, teaching practice, research in school, reflection, and evaluation 6. Week 10: Develop learning tool, teaching practice, research in school, reflection, and evaluation 7. Week 11: Develop learning tool, teaching practice, research in school, reflection, and evaluation 8. Week 12-15: Compile articles on research results. Week 16: Plan the publication of research articles. 																				
4	<p>Teaching methods</p> <p>Field practice. Students develop learning tools, teaching practices, evaluations, reflections, and research in schools. Lecturers and teachers at the school collaborate as facilitators to provide stimulus during the practice process, provide reviews of teaching practice, and become research collaborators in student research performance.</p>																				
5	<p>Assessment methods</p> <p>1. Introduction and Management of Learning Program on Campus</p> <p>The aspects that are being assigned are as follows.</p> <ol style="list-style-type: none"> Affective Aspect. This assessment is taken from the attendance and participation of students during the Introduction and Management of Learning Program on campus in Weeks 1-2. The ability to arrange learning tools. This assessment is taken from students' skills in arranging types of learning tools including lesson plans, teaching materials, learning media, assessment instruments in Week 1-2. Microteaching skills. This assessment is taken from the skills of students practicing microteaching in Week 2. Research design writing skills. The assessment is taken from students' skills in writing research designs in Week 2. <p>Assessment summary</p> <table border="1"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Affective Aspect</td> <td>Summative</td> <td>Weeks 1—2</td> <td>20%</td> </tr> <tr> <td>The ability to arrange learning tools</td> <td>Formative</td> <td>Week 1</td> <td>30%</td> </tr> <tr> <td>Microteaching skills</td> <td>Formative</td> <td>Week 2</td> <td>30%</td> </tr> <tr> <td>Research design</td> <td>Formative</td> <td>Week 2</td> <td>20%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Affective Aspect	Summative	Weeks 1—2	20%	The ability to arrange learning tools	Formative	Week 1	30%	Microteaching skills	Formative	Week 2	30%	Research design	Formative	Week 2	20%
Assessment Task	Task Type	Due	Weighting																		
Affective Aspect	Summative	Weeks 1—2	20%																		
The ability to arrange learning tools	Formative	Week 1	30%																		
Microteaching skills	Formative	Week 2	30%																		
Research design	Formative	Week 2	20%																		

writing skills			
TOTAL			100%

2. The Program for Introduction and Management of Learning in Schools Part 1

Aspects are assessed as follows.

- a. Affective Aspect. This assessment is taken from the attendance and participation of students during the Introduction and Management of Learning Program at the school in Week 3-16.
- b. The ability to arrange learning tools. This assessment is taken from students' skills in arranging types of learning tools including lesson plans, teaching materials, learning media, assessment instruments in Week 4-11.
- c. Teaching practice. This assessment is taken from the student's teaching practice skills in Week 4-11.

Assessment summary

Assessment Task	Task Type	Due	Weighting
Affective Aspect	Summative	Weeks 3—16	25%
The ability to arrange learning tools	Formative	Weeks 4—11	30%
Teaching practice	Formative	Weeks 4—11	45%
TOTAL			100%

Final Assessment summary

Assessment Task	Task Type	Due	Weighting
The Value of Introduction and Management of Learning Program on Campus	Formative	Weeks 1—2	30%
The Value of Introduction and Management of Learning Programs in Schools	Formative	Weeks 4—11	35%
Scientific articles and their publication planning	Formative	Weeks 12—16	35%
TOTAL			100%

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

7 Responsibility for module : P4 Unit

8 Other information:

The followings are primary references used in this field practice including journals, books, and other learning sources.

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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5. Kemendikbud. 2020. *Buku Saku Rencana Pelaksanaan Pembelajaran 1 Lembar*. Jakarta : Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.
6. Kemendikbud. 2020. *Penyusunan RPP Kurikulum 2013 (Berdasarkan SE No. 14 Tahun 2019)*. Jakarta : Direktorat Jenderal Pendidikan Dasar dan Menengah.
7. Majid, Abdul. 2011. *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: PT Remaja Rosdakarya.


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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, et al. 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. 2008. *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana Prenada Group.
15. Sanjaya, Wina. 2011. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media.
16. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, et al. 2017. *Literasi Baca Tulis*. Jakarta: Kemendikbud.
17. Suprijono, Agus. 2012. *Cooperative Learning*:Jogjakarta: Pustaka Pelajar.
18. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
19. Uno, Hamzah B. 2011. *Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif*. Jakarta: PT Bumi Aksara.
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21. Tim Penyusun. 2020. *E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif*. Bandung : Kelas Kreatif.
22. Tim Penyusun. 2020. *RPP Inspiratif*. Jakarta: Pusat Kurikulum dan Pembelajaran, Badan Penelitian dan Pengembangan Kemendikbud.
23. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
24. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi”pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. *Jurnal Mahasiswa Teknologi Pendidikan*. 1(1), 67—82
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29. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
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39. Brookhart, Susan M. 2010. *How to Assess Higher Order Thinking Skills in Your Classroom*. USA: ASCD.
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44. McDonald, Betty. 2016. *Authentic Assessment That Works: A Handbook for Teachers*. Lambert Academic Publishing.
45. Marzano, Robert J., dan John, S. Kendall. 2008. *Designing and Assessing Educational Objectives: Applying the New Taxonomy*. California: Carwin Press.
46. Mulyasa, H.E. 2013. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya.
47. Mulyoto. 2013. *Strategi Pembelajaran di Era Kurikulum 2013*. Jakarta: Prestasi Pustaka.
48. Nurgiyantoro, Burhan. 2001. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Pertama*. Yogyakarta: PT BPFE.
49. Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga*. Yogyakarta: PT BPFE
50. Nurkencana, Wayan, dan P.P.N. Sumartana. 2003. *Evaluasi Pendidikan*. Surabaya: Usaha Nasional.
51. O'Malley, J. Michael, dan Pierce, Lorraine Valdes. 1996. *Authentic Assesment for English Language Learners: Practical Approaches for Teachers*. USA: Addison Wesley Publishing Company.
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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					
STUDENT TASK GUIDELINE							
COURSE TITLE	Learning Recognition and Management Programme						
CODE	SPB60004	ETC	5	SEMESTER	7 or 8		
LECTURER	P4 Unit						
TASK FORM							
Assessment of Affective Aspects in the Introduction and Management of Learning Program on Campus							
COURSE LEARNING OUTCOME							
Having personality competencies in the form of applying affective aspects while carrying out the Introduction and Management of Learning Program on campus							
DESCRIPTION							
Students are assessed for their affective aspects while carrying out the Introduction and Management of Learning Program on campus.							
METHOD OF COMPLETION							
Students are assessed for their affective aspects while carrying out the Introduction and Management of Learning Program on campus.							
OUTCOMES							
a. Object : students affective aspect b. Outcome: students have personality competencies in the form of applying affective aspects while carrying out the Introduction and Management of Learning Program on campus and when they play a role as teachers in the future.							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
Discipline		Do students attend the entire Introduction and Management of Learning Program schedule on campus and follow the regulations in it?					
Responsible		Do students work on all learning tools and research designs assigned by the Field Supervisor and collect them on time?					
Creative		Do students creatively arrange learning tools and determine research topics?					
Active		Do students actively ask, answer questions, and consult with Field Supervisors?					
Attentive		Are students able to maintain good manners in speaking and acting, both to field supervisors and peers?					
TIMES							
Week 1—2							
OTHERS : -							
REFERENCES							
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. *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar.
3. Arifin, Zainal. 2012. *Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur*. Bandung: PT Remaja Rosdakarya.
4. Widoyoko, S. Eko Putro. 2013. *Evaluasi Program Pembelajaran: Panduan Praktis bagi Pendidik dan Calon Pendidik*. Yogyakarta: Pustaka Pelajar.
5. Zhu, Xudong, A., Lin Goodwin, Huajun, Zhang. 2017. *Quality of Teacher Education and Learning: Theory and Practice*. Singapore: Springer.


Appendix Task Guidelines and Rubrics 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Learning Recognition and Management Programme				
CODE	SPI 60004	ETC	5	SEMESTER	7 atau 8
LECTURER	P4 Unit				
TASK FORM					
Develop learning tools in the Introduction and Management of Learning Program on Campus					
COURSE LEARNING OUTCOME					
Having pedagogic competence in the form of skills in compiling learning tools including Learning Implementation Plans, teaching materials, learning media, and assessment instruments while implementing the Introduction and Management of Learning Program on Campus.					
DESCRIPTION					
Students are given an assignment to compile learning tools including Lesson Plan, teaching material, learning media, dan assessment instrument.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students arrange the lesson on the first meeting of week 1. 2. Students arrange teaching materials on the second meeting of week 2. 3. Students arrange learning media on the first meeting of week 3. 4. Students arrange assessment instrument on the fourth meeting of week 1. 5. The result is submitted to the Field Supervisor. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Lesson Plan, teaching material, learning media, dan assessment instrument. b. Outcome: Students are proficient in compiling learning tools including Lesson Plan, teaching material, learning media, dan assessment instrument. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The Accuracy of preparation of learning implementation plans	Are the contents of the Learning Implementation Plan contain systematic learning activities to achieve learning objectives and can be practiced in learning?				
The accuracy of teaching materials	Do the teaching materials consist of material (text, video, audio) in the form of reading, PowerPoint, quizzes, evaluations, and others that are relating to basic competencies and support learning objectives achievement?				
The media precision	Is the type of media chosen in accordance with the learning objectives, accessible for students and teachers, developing student learning interactions, increasing student learning motivation, and making it easier for students to achieve learning objectives?				
The accuracy of sssessment instrument	Is the assessment instrument relating to basic competencies, learning objectives, and able to				

accuracy	measure student learning processes and outcomes?				
TIMES					
Week 1					
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. Han, Weilin, Dicky, Susanto, et al. 2017. <i>Literasi Numerasi</i>. Jakarta : Kementerian Pendidikan dan Kebudayaan. 4. Kemendikbud. 2017. <i>Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)</i>. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas. 5. Kemendikbud. 2020. <i>Buku Saku Rencana Pelaksanaan Pembelajaran 1 Lembar</i>. Jakarta : Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah. 6. Kemendikbud. 2020. <i>Penyusunan RPP Kurikulum 2013 (Berdasarkan SE No. 14 Tahun 2019)</i>. Jakarta : Direktorat Jenderal Pendidikan Dasar dan Menengah. 7. Majid, Abdul. 2011. <i>Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru</i>. Bandung: PT Remaja Rosdakarya. 8. Majid, Abdul. 2012. <i>Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru</i>. Bandung: Remaja Rosdakarya. 9. Muliawan, Jasa Ungguh. 2016. <i>45 Model Pembelajaran Spektakuler</i>. Yogyakarta: Ar-Ruzz Media. 10. Mulyasa, E. 2013. <i>Pengembangan dan Implementasi Kurikulum 2013</i>. Bandung: Remaja Rosdakarya . 11. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. <i>Literasi Digital</i>. 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. <i>Model-model Pembelajaran: Mengembangkan Profesionalisme Guru</i>. Jakarta: Rajawali Pers. 14. Sanjaya, Wina. 2008. <i>Perencanaan dan Desain Sistem Pembelajaran</i>. Jakarta: Kencana Prenada Group. 15. Sanjaya, Wina. 2011. <i>Strategi Pembelajaran Berorientasi Standar Proses Pendidikan</i>. Jakarta: Kencana Prenada Media. 16. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, et al. 2017. <i>Literasi Baca Tulis</i>. Jakarta: Kemendikbud. 17. Suprijono, Agus. 2012. <i>Cooperative Learning</i>:Jogjakarta: Pustaka Pelajar. 18. Triyanto. 2011. <i>Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik</i>. Jakarta: Prestasi Pustaka. 19. Uno, Hamzah B. 2011. <i>Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif</i>. Jakarta: PT Bumi Aksara. 20. Uno, Hamzah B. 2011. <i>Perencanaan Pembelajaran</i>. Jakarta: PT Bumi Aksara. 21. Tim Penyusun. 2020. <i>E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif</i>. Bandung : Kelas Kreatif. 22. Tim Penyusun. 2020. <i>RPP Inspiratif</i>. Jakarta: Pusat Kurikulum dan Pembelajaran, Badan Penelitian dan Pengembangan Kemendikbud. 23. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. <i>Journal of Education and Learning</i>. 7(2),121—128. 24. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi”pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. <i>Jurnal Mahasiswa Teknologi Pendidikan</i>. 1(1), 67—82 25. Brown, Douglas H. 2008. <i>Prinsip Pembelajaran dan Pengajaran Bahasa</i>. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta. 					

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31. Loren, Fabio Testy Ariance. 2017. The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language. *Lingua Didaktika*. 11(1), 1—12
32. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
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Appendix Task Guidelines and Rubrics 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Learning Recognition and Management Programme				
CODE	SPI 60004	ETC	5	SEMESTER	7 atau 8
LECTURER	P4 Unit				
TASK FORM					
Microteaching practice on Introduction and Management of Learning Program in Campus					
COURSE LEARNING OUTCOME					
Having pedagogic competencies such as microteaching skills during the implementation of Introduction and Management of Learning Program in Campus.					
DESCRIPTION					
Students are given an assignment to do microteaching practice.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do microteaching practice consecutively. 2. Field Supervisor and peers give a scoring. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : microteaching scoring results. b. Outcome: students are able conducting microteaching. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of materials	Do practical students master the learning material, the material presented is theoretically correct, the material presented is in accordance with basic competencies and supports the achievement of learning objectives?				
Skills in applying learning techniques	Are students proficient in applying learning techniques that encourage students to explore their abilities, actively participate in learning, motivated, and easy to achieve learning objectives?				
Mastery of competence	Do practical students understand the direction and objectives of learning, understand the characteristics of students, be skilled in explaining the material in easy-to-understand language, respond adequately to students' questions, comments, and opinions, as well know well how to manage the class?				
Skills in applying learning media	Are students proficient in applying media that match with the basic competencies, levels, and characteristics of students; being able to utilize the media effectively and efficiently; being able to				

	involve students in the use of media; and facilitating the student learning process?				
Skills for solving student learning difficulties	Are practical students agile in helping student learning difficulties, being able to provide a quick response when needed adequately, and providing feedback on student difficulties appropriately?				
The accuracy in using language	Can practical students use polite language when learning in class, both spoken and in writing?				
The accuracy in managing learning time	Are the practical students proficient in managing learning time appropriately?				
Skills in evaluating student learning processes and outcomes	Are practical students proficient in using assessment instruments to evaluate student learning processes and outcomes, while also measure the achievement of learning objectives?				

TIMES


Week 2

OTHERS : -

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Appendix Task Guidelines and Rubrics 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Learning Recognition and Management Programme				
CODE	SPI 60004	ETC	5	SEMESTER	7 atau 8
LECTURER	P4 Unit				
TASK FORM					
The practice of designing research designs in the Introduction and Management of Learning Program on campus					
COURSE LEARNING OUTCOME					
Being sensitive to problems in the field of education and can formulate them into research designs while carrying out the Introduction and Management of Learning Program on campus.					
DESCRIPTION					
Students are given an assignment to make a research design					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students design the research individually. 2. The result is submitted to the Field Supervisor. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : research design. b. Outcome: students can design educational research. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The topic quality	Are students proficient in determining the topic of the actual research plan, including its novelty, a topic that is about the scientific field of the Study Program, interesting content, and research significance?				
The title clarity	Are students proficient in determining titles that are fitting to the topic, describing the contents of the article, arousing the curiosity of readers, describing the variables studied clearly, being actual, having an element of novelty, fitting with the scientific field of the Study Program, having an interesting topic, and deserving to be researched?				
The clarity of background description	Are students proficient in compiling a background of the study that contains a description of the problem understudied, reasons for researching X, relevant main theories also previous research, gaps between this research and previous research, and solution/action plans?				
The clarity of research objectives	Are students proficient in formulating research objectives that are relevant to the title, the chosen topic, the problem analysis, and solution/action plans?				
The accuracy of	Are students proficient in designing research				

research method	method designs that contain research approaches and types, data sources/research subjects/populations and samples, types of data, research instruments, data collection techniques, and data analysis techniques?				
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TIMES


Week 2

OTHERS : -

REFERENCES

- a. Amri, Sofan dan Iif Khoiru Ahmadi. 2010. *Konstruksi Pengembangan Pembelajaran*. Jakarta: Prestasi Pustaka.
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Appendix Task Guidelines and Rubrics 5

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Learning Recognition and Management Programme				
CODE	SPI 60004	ETC	5	SEMESTER	7 atau 8
LECTURER	P4 Unit				
TASK FORM					
Assessment of Affective Aspects in the Introduction and Management of Learning Program in Schools					
COURSE LEARNING OUTCOME					
Having personality competence in the form of applying affective aspects while carrying out the Introduction and Management of Learning Program in Schools					
DESCRIPTION					
Students are assessed for their affective aspects while carrying out the Introduction and Management of Learning Program in Schools.					
METHOD OF COMPLETION					
Students are assessed for their affective aspects while carrying out the Introduction and Management of Learning Program in Schools.					
OUTCOMES					
a. Object : students' affective aspect b. Outcome: students have personality competencies in the form of applying affective aspects while carrying out the Introduction and Management of Learning Program in schools and when they are already acting as teachers in the future.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Discipline	Do students enter the entire Field Practice (P4) School schedule and comply with school rules?				
Responsible	Do students prepare tools before teaching, consult with the mentors, and report the results of the learning evaluation to them after each learning activity?				
Creative	Are students creatively compiling learning tools that are in accordance with learning objectives and student needs during the learning process?				
Active	Are students proficient at gaining knowledge about appropriate learning strategies for students and consulting with mentors at the school where they work?				
Manner	Are students able to maintain good manners in speaking and acting, both to the civil servant teachers and the academic community of the school where they work?				
Behaviour	Do students act in accordance with applicable norms, have a sense of pride as prospective novice				

	educators, and have consistency in acting and behaving?				
Steady and stable	Do students show independence in acting and have a high work ethic as educators?				
Mature personality	Do students exhibit behaviors that benefit the taught students, the school, and the community and show openness in action?				
Wise personality	Do students show behaviors that have a positive effect on the students' process and learning outcomes?				

TIMES


Week 3—11

OTHERS : -

REFERENCES

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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 6

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Learning Recognition and Management Programme				
CODE	SPI 60004	ETC	5	SEMESTER	7 atau 8
LECTURER	P4 Unit				
TASK FORM					
Develop learning tools in the Introduction and Management of Learning Program in Schools					
COURSE LEARNING OUTCOME					
Having the pedagogic competence in the form of an ability to compile learning tools including Lesson Plan, teaching materials, learning media, and assessment instrument during the process of implementing Introduction and Management of Learning Program in School.					
DESCRIPTION					
Students are given an assignment to make learning tools including Lesson Plan, teaching materials, learning media, and assessment instrument.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students make Lesson Plan, teaching materials, learning media, and assessment instrument on the Week 4—11. The result is submitted to mentors. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : Lesson Plan, teaching materials, learning media, and assessment instrument. Outcome: students proficient in compiling learning tools including Lesson Plan, teaching materials, learning media, and assessment instrument. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy in arranging lesson plan	Are the contents of the Lesson Plan complete, that is, it contains systematic learning activities to achieve basic competency and can be practiced in learning?				
The accuracy of teaching materials	Do teaching materials consist of these materials (text, video, audio): readings, PowerPoint, quizzes, evaluations, and others that are in accordance with basic competencies and support the achievement of learning objectives?				
The accuracy of learning media used	Are the type of media chosen able to support the learning objectives, accessible for students and teachers, developing student learning interactions, increasing student learning motivation, and making it easier for students to achieve learning objectives?				
The accuracy of	Does the assessment instrument support the				

assessment instrument	basic competencies, learning objectives, and be able to measure student learning processes and outcomes?				
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TIMES

Week 4—11


OTHERS : -

REFERENCES

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Appendix Task Guidelines and Rubrics 7

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Learning Recognition and Management Programme				
CODE	SPI 60004	ETC	5	SEMESTER	7 atau 8
LECTURER	P4 Unit				
TASK FORM					
Teaching practice in the Introduction and Management of Learning Program in Schools					
COURSE LEARNING OUTCOME					
Possess pedagogic competence in the form of teaching skills while implementing the Introduction and Management of Learning Program in Schools.					
DESCRIPTION					
Students are given an assignment to do a teaching practice.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do a teaching practice. 2. Evaluation is done by mentors. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : the results of the assessment of teaching practice. b. Outcome: students proficient in teaching. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of the materials	Do practical students master the learning material shown by presenting the material theoretically correct, in accordance with basic competencies, and supporting the achievement of learning objectives?				
Skills in applying learning techniques	Are practical students proficient in applying learning techniques that encourage students to explore their abilities, participate actively in learning, be motivated, and easily achieve learning objectives?				
Mastery of competence	Do practical students understand the direction and objectives of learning; understand the characteristics of students; know how to explain the material in an easy-to-understand language, be able to respond adequately to students' questions, comments, and opinions; as well as manage the class well?				
Skills in applying learning media	Are students proficient in applying media that are suitable for the basic competencies, levels, and characteristics of students; able to utilize the media effectively and efficiently; able to involve students in the use of media; and able to facilitate the student learning process?				

Skills for solving student learning difficulties	Are practical students agile in helping students in outcoming learning difficulties, able to provide a quick response when needed adequately, and able to provide feedback on student difficulties properly?				
The accuracy in using language	Do practical students use polite language during the learning process in class, both spoken and in writing?				
The accuracy in managing learning time	Are practical students proficient in organizing learning time properly?				
Skills in students process and study result evaluating	Are practical students proficient in using assessment instruments to evaluate student learning processes and outcomes also measure the achievement of learning objectives?				

TIMES


Week 4—11

OTHERS : -

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Appendix Task Guidelines and Rubrics 8

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Learning Recognition and Management Programme				
CODE	SPI 60004	ETC	5	SEMESTER	7 atau 8
LECTURER	P4 Unit				
TASK FORM					
The practice of designing research designs in the Introduction and Management of Learning Program on Campus					
COURSE LEARNING OUTCOME					
Sensitive to problems in the field of education, proficient in conducting research, writing research articles while also implementing the Introduction and Management of Learning Program in Schools					
DESCRIPTION					
Students are given an assignment to do research, write the result article, and plan for its publication.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do research, write a research article, and plan for its publication under the guidance of field supervisor and mentor. 2. The product is submitted to the field supervisor and mentor. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : research articles and publication plans. b. Outcome: students can do research, write research articles, and plan its publication. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The completeness of the whole scientific article	Are students able to write research articles consisting of a minimum of 2,000 words (between 15 – 20 pages including pictures and tables, excluding cover pages, validation sheets, affidavits of authenticity, statements of publication plans, and attachments), save and submit the file in Microsoft Office format (.doc/.docx) or Rich Text Format (.rtf)., A4 paper (21cm x 29.7cm) using 2.5 cm for the left margin and 2 cm for the top, bottom, and right margins?				
The accuracy and completeness of title	Are students proficient in determining a title that is suitable to the topic, describing the contents of the article, arousing the curiosity of readers, describing the variables studied clearly and actual, having an element of novelty, which are in accordance with the scientific field of the Study Program while also interesting and deserving to be researched? Does the title contain a maximum of 15 words, not need to include place, time, and type of research, not abbreviate vocabulary (except common scientific abbreviations), and be written in Times New Roman, font 14, and bold?				

The accuracy and completeness of writer's identity	Are students proficient in writing the identity of the writer including the student's full name, e-mail address, and the origin of the student's institution as the first, second, and so on? Is the writer's identity is written in Times New Roman, font 12, spaced 1, and in the middle?				
The accuracy and completeness of abstract	Are students proficient in writing abstracts that contain a brief background, objectives, methods, and research results presented in one paragraph, without indenting at the beginning of the sentence? Technically, the abstract is 100-250 words, single-spaced, Times New Roman font, font 10 or 11. Is the word "Abstract" is in bold?				
The accuracy and completeness of keywords	Are students proficient in choosing keywords that contain the main research problem, not in the form of general terms, terms with ambiguous meaning, and in the form of unusual abbreviations? Technically, keywords contain 3-5 keywords or phrases, are directly related to the title and research problem, and are implied in the discussion. Are keywords written in Times New Roman, font 10 or 11, without ending with a full stop?				
The accuracy and completeness of introduction section	Are students proficient in writing the introduction section containing the background and reasons for researching X (it is necessary to mention 2-3 significant reasons underlying the research), relevant main theories, previous research, gaps between this research and previous research, and ending with research objectives? Is the length of the introduction 15% of the number of pages of scientific articles? Is the introduction written in Times New Roman, font 12, spaced 1.5, and justified?				
The accuracy and completeness of research method section	Are students proficient in writing the research method section which contains the approach and type of research, data sources/research subjects/population and samples, types of data, research instruments, data collection techniques, and data analysis techniques? Technically, is the length of this research method section 15% of the total page of scientific articles? Is the research method written in Times New Roman, font 12, spaced 1.5, and justified?				
The accuracy and completeness of result and discussion section	Are students proficient in composing the results section which contains an authentic description of results or research findings that answer the problem formulation and research objectives? Is the length of the result section 25% of the total page of scientific articles? Does the discussion sub-section contain answers to problem formulations, interpretation of research results, integration of research results into an established knowledge, not repeating research results sub-chapters with other sentences? Is the length of the discussion 35% of the total page of scientific articles?				
The accuracy and completeness of conclusion and suggestion section	Are students proficient in writing the conclusion section that directs the reader to important information or findings that answer the problem formulation in this scientific article? Moreover, Do the contents of the suggestions related to the				

	conclusions and address the parties who benefit from this research? Is the length of the closing sections 10% of the total page of scientific articles?				
The accuracy and completeness of appearance note section	Are students proficient in writing an appreciation note section thanking people who helped during the research (e.g., helping in research data collection, helping during product validation (if it was development research), helping in proofreading the language section, or reading the articles, and so on)?				
The accuracy and completeness of reference section	Are students proficient in writing a reference section that contains all the identities of the sources that have been cited in the article? Are the references at least from the last 10 years from national or international journals and books? Is the reference list written using the APA (American Psychological Association) format?				
Plagiarism	Do students make scientific articles by doing their own research so there are no elements of plagiarism?				

TIMES

Week 12—16

OTHERS : -

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