

<b>Module/ Course Title : Micro Teaching</b>					
<b>Module /Course code</b> SPI62032	<b>student workload</b> 119 hours	<b>Credits (sks/ECTS)</b> 3/4,5	<b>Semester</b> 6	<b>Frequency</b> Every Year (January)	<b>duration</b> 16 meeting
<b>1</b>	<b>Types of courses</b> Compulsory coursework	<b>contact hours</b> 3 CU x 50 minutes = 150 =2,5 hours per week	<b>independent study</b> 3 CU x 120 minutes = 360 minutes = 6 hours	<b>class size</b> 30	
<b>2</b>	<b>Prerequisites for participation/ Prasyarat untuk partisipasi</b> Learning Planning of Indonesian Language and Literature, Learning Strategies of Indonesian Language and Literature, Learning Media of Indonesian Language and Literature, Learning Evaluation of Indonesian Language and Literature				
<b>3</b>	<p><b>Course Description :</b> Micro Teaching course aims to establish and develop basic teaching competencies as a provision for teaching practice in schools/educational institutions in order to fully face teaching work in front of the class by having the knowledge, skills, and attitudes as a professional teacher. Micro teaching materials include: understanding the basics of micro teaching, preparing lesson plans (RPP), forming and improving limited basic teaching skills competencies, integrated teaching basic skills competencies, forming personality competencies, and forming social competencies.</p> <p><b>Intended Learning Outcomes (ILO)</b></p> <ol style="list-style-type: none"> <li>ILOs 1: Graduates are expected to internalize academic values, norms, and ethics in executing work professionally in the fields of education, Indonesia language and literature.</li> <li>ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Courses Learning Outcomes (CLO)</b></p> <ol style="list-style-type: none"> <li>Understand the basics of micro teachingMenyusun rencana pelaksanaan pengajaran (RPP)</li> <li>Applying the principles of learning in teaching and learning activities</li> <li>Using learning models that are in accordance with the objectives of ability formation</li> <li>Practicing micro teaching steps</li> <li>Practicing basic teaching skills isolated (limited)</li> <li>Practicing basic teaching skills as a whole and integrated (integrated)</li> <li>Evaluating Peerteaching/Microteaching practices</li> </ol>				


4	<p><b>Subject aims/ Content</b></p> <ol style="list-style-type: none"> <li>Meeting 1: Understanding RPS, net-etiquette, and lecture-student's agreement.</li> <li>Meeting 2: Students are able to describe the meaning of micro teaching and able to analyze the principles of micro teaching.</li> <li>Meeting 3: Students are skilled in preparing Learning Implementation Plans (RPP).</li> <li>Meeting 4: Students are skilled in opening and closing lessons.</li> <li>Meeting 5: Students are skilled in giving questions (mastering the technique of asking question) in learning.</li> <li>Meeting 6: Quiz</li> <li>Meeting 7: Students are skilled in explaining information in a systematic and interesting way in learning.</li> <li>Meeting 8: Mid-term test (UTS)</li> <li>Meeting 9: Students are skilled in providing reinforcement in learning.</li> <li>Meeting 10: Students are skilled in using media and learning tools.</li> <li>Meeting 11: Students are skilled in compiling learning scenarios.</li> <li>Meeting 12—13: Students are skilled in using language, appearance, movement, time lapse in learning, and making various learning.</li> <li>Meeting 14—15: Students are skilled in guiding discussions, managing classes and evaluation.</li> <li>Meeting 16: Final Examination (UAS)</li> </ol>																																
4	<p><b>Teaching methods</b> Lectures, discussion, project-based-learning</p>																																
5	<p><b>Assessment methods</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Structured tasks. The assessment is taken from student assignments 2—15 meetings.</li> <li>Quiz. The quiz is held at the 6<sup>th</sup> meeting in the form of a written test. The test material is taken from the meeting material 2—5.</li> <li>Mid-term test. The Mid-term test is held at the 8<sup>th</sup> meeting in the form of a written test. The test material is taken from meeting materials 2—7.</li> <li>Final Examination. The Final Examination is held at the 16<sup>th</sup> meeting in the form of a presentation. Students present the learning tools that have been made at 9—15 meetings.</li> </ol> <p>Assessment summary</p> <table border="1" data-bbox="204 1335 1449 1839"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>10%</td> </tr> <tr> <td>Structured tasks 1</td> <td>Summative</td> <td>Meeting 2—3</td> <td>5%</td> </tr> <tr> <td>Structured tasks 2</td> <td>Summative</td> <td>Meeting 4—15</td> <td>15%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 6</td> <td>15%</td> </tr> <tr> <td>Mid-Term Test</td> <td>Summative</td> <td>Meeting 8</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>Formative</td> <td>Meeting 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>TOTAL</b></td> <td>100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	10%	Structured tasks 1	Summative	Meeting 2—3	5%	Structured tasks 2	Summative	Meeting 4—15	15%	Quiz	Summative	Meeting 6	15%	Mid-Term Test	Summative	Meeting 8	25%	Final Examination	Formative	Meeting 16	30%	<b>TOTAL</b>			100%
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6	<p><b>This module is used in the following degree programmes as well : Yes</b></p>																																
7	<p><b>Responsibility for module :</b> Heni Dwi Arista, M.Pd.</p>																																
8	<p><b>Other information:</b> Lectures use primary references such as journals, books and learning resources as follows.</p> <ol style="list-style-type: none"> <li>Alma, B. (2010). <i>Guru Profesional</i>. Bandung: Alfabeta.</li> <li>Asril, Zaenal. 2012. <i>Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan</i>. Jakarta: Rajawali Pers.</li> </ol>																																

3. Asrohah, H & Mustofa, A. (2013). *Perencanaan Pembelajaran*. Surabaya: Kopertis IV Press.
4. Barnawo & Arifin, M. (2012). *Etika & Profesi Kependidikan*. Yogyakarta: Ar-Ruzz.
5. Buchari, Alma. 2009. *Guru Profesional Menguasai Metode dan Terampil Mengajar*. Bandung: Alfabeta.
6. Darmadi, H. (2010). *Kemampuan Dasar Mengajar*. Bandung: Alfabeta.
7. Dimiyati dan Mudjiono, 1992. *Belajar dan Pembelajaran*. Jakarta: Depdikbud.
8. Djamarah, S.B & Aswan, Z. (2013). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
9. Djamarah, S.B. (2002). *Psikologi Belajar*. Jakarta: PT. Rineka Cipta.
10. Hamalik, Umar. 2001. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
11. Hartono, B. (2010). *Pengajaran Mikro: Strategi Pembelajaran Calon Guru/Guru Menguasai Keterampilan Dasar Mengajar*. Semarang: Widya Karya.
12. Hasibuan & Moedjiono. (2010). *Proses Belajar Mengajar*. Malang: Remaja Rosda Karya.
13. Hasibuan, J.J., Ibrahim, & A.J.E. Toenlio. (1994). *Proses Belajar Mengajar: Keterampilan Dasar Pengajaran Mikro*. Bandung: Remaja Rosdakarya.
14. Helmiati. (2013). *Microteaching Melatih Keterampilan Dasar Mengajar*. Yogyakarta: Aswanda Pressindo.
15. Hidayatullah, F. (2010). *Pendidikan Karakter Membangun Peradaban Bangsa*. Surakarta: Yuma Pustaka.
16. Mulyasa, E. (2013). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif & Menyenangkan*. Bandung: Rosdakarya.
17. Sanjaya, Wina. 2008. *Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan)*. Jakarta: Prenada Media Group.

#### Appendices:

1. Task Guidelines and Rubrics


## Appendix Task Guidelines and Rubrics 1

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Mind map					
<b>COURSE LEARNING OUTCOME</b>					
Student can describe the meaning of micro teaching and able to analyze the principles of micro teaching.					
<b>DESCRIPTION</b>					
Students are given the task of making a mind-map describing the meaning and being able to analyze the principles of micro teaching.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>Students create a mind-map using <i>mind map applications, wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io</i>, or similar concept mind-map-making applications.</li> <li>Mind-maps are provided with references.</li> <li>The mind-map result is collected in Google Classroom in PDF or JPEG format as a ticket for the 2<sup>nd</sup> meeting.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>Object : mind map</li> <li>Outcome: students can describe the meaning and able to analyze the principles of micro-teaching.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>		<b>DESCRIPTOR</b>		<b>Performance Achievement Score</b>	
				<b>1</b>	<b>2</b>
				<b>3</b>	<b>4</b>
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
Accuracy in formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
<b>TIMES</b>					
Meeting 2					
<b>OTHERS : -</b>					
<b>REFERENCES</b>					
1. Hartono, B. (2010). <i>Pengajaran Mikro: Strategi Pembelajaran Calon Guru/Guru Menguasai</i>					

*Keterampilan Dasar Mengajar*. Semarang: Widya Karya.


2. Hasibuan & Moedjiono. (2010). *Proses Belajar Mengajar*. Malang: Remaja Rosda Karya.
3. Hasibuan, J.J., Ibrahim, & A.J.E. Toenlio. (1994). *Proses Belajar Mengajar: Keterampilan Dasar Pengajaran Mikro*. Bandung: Remaja Rosdakarya.
4. Helmiati. (2013). *Microteaching Melatih Keterampilan Dasar Mengajar*. Yogyakarta: Aswanda Pressindo.
5. Hidayatullah, F. (2010). *Pendidikan Karakter Membangun Peradaban Bangsa*. Surakarta: Yuma Pustaka.
6. Mulyasa, E. (2013). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif & Menyenangkan*. Bandung: Rosdakarya.

## Appendix Task Guidelines and Rubrics 2

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Lesson Plan (RPP)					
<b>COURSE LEARNING OUTCOME</b>					
Students are able to preparing Lesson Plan (RPP).					
<b>DESCRIPTION</b>					
Students are given the task of preparing a Lesson Plan (RPP).					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>Each students gets an assignment in the 2013 Curriculum for Junior High School level and <i>Program Sekolah Penggerak</i> Curriculum for Senior High School. Each student develops a Lesson Plan.</li> <li>Assignments are collected in Microsoft Word format and upload in Google Classroom at meeting 4.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>Object : Lesson Plan (RPP)</li> <li>Outcome: Students are able to preparing Lesson Plan (RPP).</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>		<b>DESCRIPTOR</b>		<b>Performance Achievement Score</b>	
				<b>1</b>	<b>2</b>
				<b>3</b>	<b>4</b>
The accuracy of the structure of Lesson Plan	Is the structure of the Lesson Plan appropriate?				
Completeness of the structure of Lesson Plan	Is the structure of the lesson plan complete?				
Conformity of the contents the lesson plan with the syllabus	Is the content of the Lesson Plan in accordance with the syllabus?				
The suitability of the method and learning experience	Are the learning procedure in the Lesson Plan developed based on learning methods and experiences?				
Honesty	Do students work on their own assignments, do not cheat, do not plagiarize?				
<b>TIMES</b>					
Meeting 3					
<b>OTHERS : -</b>					
<b>REFERENCES</b>					
<ol style="list-style-type: none"> <li>Alma, B. (2010). <i>Guru Profesional</i>. Bandung: Alfabeta.</li> <li>Asril, Zaenal. 2012. <i>Micro Teaching</i> Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers.</li> </ol>					

3. Asrohah, H & Mustofa, A. (2013). *Perencanaan Pembelajaran*. Surabaya: Kopertis IV Press.
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9. Hidayatullah, F. (2010). *Pendidikan Karakter Membangun Peradaban Bangsa*. Surakarta: Yuma Pustaka.
10. Mulyasa, E. (2013). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif & Menyenangkan*. Bandung: Rosdakarya.

### Appendix Task Guidelines and Rubrics 3

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Theory and practice of opening and closing lessons.					
<b>COURSE LEARNING OUTCOME</b>					
Able and skilled in opening and closing lessons.					
<b>DESCRIPTION</b>					
Students are given the task of being skilled at opening and closing in creating interesting learning.					
<b>METHOD OF COMPLETION</b>					
Forming groups and planning the implementation of basic skills opening and closing lessons					
<b>OUTCOMES</b>					
a. Object : Practice opening and closing the lesson b. Outcome: Students are skilled in associating the components of the skills of opening and closing lessons.					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Precise Opening Learning a) Attracting students attention, b) Bringing up student motivation, c) Delivering the scope of the material to be studied, d) Perform apperception, e) Relate the material to the actual conditions.	Are the concepts of practice by students in Precise Opening Learning a) Attracting students attention, b) Bringing up student motivation, c) Delivering the scope of the material to be studied, d) Perform apperception, e) Relate the material to the actual conditions appropriately?				
Accuracy Closing Learning a) Knowing students' success in completing the material, b) Knowing the teacher's success in conveying the material, c) Make a connection with the next lesson.	Are students able to close the lesson a) Knowing students' success in completing the material, b) Knowing the teacher's success in conveying the material, c) Make a connection with the next lesson appropriately?				
<b>TIMES</b>					
Meeting 4					
<b>OTHERS : -</b>					



## REFERENCES

1. Alma, B. (2010). Guru Profesional. Bandung: Alfabeta.
2. Asril, Zaenal. 2012. Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers.
3. Asrohah, H & Mustofa, A. (2013). Perencanaan Pembelajaran. Surabaya: Kopertis IV Press.
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6. Darmadi, H. (2010). Kemampuan Dasar Mengajar. Bandung: Alfabeta.
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16. Mulyasa, E. (2013). Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif & Menyenangkan. Bandung: Rosdakarya.
17. Sanjaya, Wina. 2008. Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan). Jakarta: Prenada Media Group.

## Appendix Task Guidelines and Rubrics 4

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Theory and practice ask questions in learning.					
<b>COURSE LEARNING OUTCOME</b>					
Able and skilled in giving questions (mastering the technique of asking) in learning.					
<b>DESCRIPTION</b>					
Students are given the task of asking questions (mastering the technique of asking: questions must be clear, provoking opinions/activities, distributing the target being asked, giving time to think (grace time), improving the quality of questions, and using tracking questions) in the learning process.					
<b>METHOD OF COMPLETION</b>					
Forming groups and planning the implementation of questioning skills (mastering the technique of asking questions) in learning.					
<b>OUTCOMES</b>					
a. Object: Practice the skills of giving questions (mastering the technique of asking questions) in learning. b. Outcome: Students are skilled in associating the components of the questioning skill					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The accuracy of the questions asked is clearly stated.	Is the accuracy of the questions asked clearly?				
Accuracy Questions provoke students' opinions or activities.	Does the question provoke students' opinions or activities appropriately?				
Accuracy Equal opportunity.	Do students have the same opportunity to ask questions?				
Accuracy Giving time to think.	Do students give students time to think?				
Accuracy Increase the cognitive level of students through questions.	Do Questions Improve students' cognitive level?				
Preciseness Brings on interaction.	Does the question elicit interaction?				
<b>TIMES</b>					
Meeting 5					
<b>OTHERS : -</b>					
<b>REFERENCES</b>					

1. Alma, B. (2010). Guru Profesional. Bandung: Alfabeta.
2. Asril, Zaenal. 2012. Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers.
3. Asrohah, H & Mustofa, A. (2013). Perencanaan Pembelajaran. Surabaya: Kopertis IV Press.
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16. Mulyasa, E. (2013). Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif & Menyenangkan. Bandung: Rosdakarya.
17. Sanjaya, Wina. 2008. Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan). Jakarta: Prenada Media Group.

## Appendix Task Guidelines and Rubrics 5

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<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Quiz					
<b>COURSE LEARNING OUTCOME</b>					
Understand the meeting material 2—5					
<b>DESCRIPTION</b>					
Students take quizzes in the form of a written test. Quiz material is taken from meeting material 2—5.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students take quizzes in the form of written tests individually.</li> <li>2. Multiple choice questions with 30 questions.</li> <li>3. Quizzes are carried out using the Quizizz platform.</li> <li>4. Quiz time is 60 minutes.</li> </ol>					
<b>OUTCOMES</b>					
a. Object: written test					
b. Outcome: students understand the meeting material 2—5.					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
The quiz score is obtained from the number of correct answers x 3.33.					
<b>TIMES</b>					
Meeting 6					
<b>OTHERS : -</b>					
<b>REFERENCES</b>					
<ol style="list-style-type: none"> <li>1. Alma, B. (2010). Guru Profesional. Bandung: Alfabeta.</li> <li>2. Asril, Zaenal. 2012. Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers.</li> <li>3. Asrohah, H &amp; Mustofa, A. (2013). Perencanaan Pembelajaran. Surabaya: Kopertis IV Press.</li> <li>4. Barnawo &amp; Arifin, M. (2012). Etika &amp; Profesi Kependidikan. Yogyakarta: Ar-Ruzz.</li> <li>5. Buchari, Alma. 2009. Guru Profesional Menguasai Metode dan Terampil Mengajar. Bandung: Alfabeta.</li> <li>6. Darmadi, H. (2010). Kemampuan Dasar Mengajar. Bandung: Alfabeta.</li> <li>7. Dimiyati dan Mudjiono, 1992. Belajar dan Pembelajaran. Jakarta: Depdikbud.</li> <li>8. Djamarah, S,B &amp; Aswan, Z. (2013). Strategi Belajar Mengajar. Jakarta: Rineka Cipta.</li> <li>9. Djamarah, S.B. (2002). Psikologi Belajar. Jakarta: PT. Rineka Cipta.</li> <li>10. Hamalik, Umar. 2001. Proses Belajar Megajar. Jakarta: Bumi Aksara.</li> <li>11. Hartono, B. (2010). Pengajaran Mikro: Strategi Pembelajaran Calon Guru/Guru Menguasai Keterampilan Dasar Mengajar. Semarang: Widya Karya.</li> <li>12. Hasibuan &amp; Moedjiono. (2010). Proses Belajar Mengajar. Malang: Remaja Rosda Karya.</li> <li>13. Hasibuan, J.J., Ibrahim, &amp; A.J.E. Toenlio. (1994). Proses Belajar Mengajar: Keterampilan Dasar Pengajaran Mikro. Bandung: Remaja Rosdakarya.</li> </ol>					


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## Appendix Task Guidelines and Rubrics 6

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>					
<b>STUDENT TASK GUIDELINE</b>							
<b>COURSE TITLE</b>	Micro Teaching						
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6		
<b>LECTURER</b>	Heni Dwi Arista, M.Pd						
<b>TASK FORM</b>							
Theories and practices explain information in a systematic and interesting way in learning							
<b>COURSE LEARNING OUTCOME</b>							
Able and skilled to explain information systematically and interestingly in learning							
<b>DESCRIPTION</b>							
Students are given the task of explaining information systematically and interestingly in learning							
<b>METHOD OF COMPLETION</b>							
Forming groups and planning the implementation of skills to explain information systematic and interesting way in learning							
<b>OUTCOMES</b>							
a. Object: Skilled practice explaining information systematic and interesting way in learning. b. Outcome: Students discuss and reflect on the results of applying explaining skills in groups							
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>							
<b>ASPECT</b>		<b>DESCRIPTOR</b>		<b>Performance Achievement Score</b>			
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Accuracy Explanation must be relevant to the material.		Is the accuracy of the explanation of the material relevant?					
Appropriateness Explanation of the material must give meaning to students		Does the explanation of the material have to provide meaningfulness to students appropriately?					
The accuracy of the explanation must be in accordance with the level of students' language understanding.		Does the explanation have to match the students' level of language understanding?					
The explanation accuracy conveyed by giving examples or asking questions. The questions are asked clearly.		Have explanations delivered by giving examples or asking questions?					
<b>TIMES</b>							
Meeting 7							
<b>OTHERS : -</b>							
<b>REFERENCES</b>							
1. Alma, B. (2010). Guru Profesional. Bandung: Alfabeta.							

2. Asril, Zaenal. 2012. Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers.
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17. Sanjaya, Wina. 2008. Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan). Jakarta: Prenada Media Group.


## Appendix Task Guidelines and Rubrics 7

	<p><b>UNIVERSITAS BRAWIJAYA</b>  <b>FACULTY OF CULTURAL STUDIES</b>  <b>DEPARTMENT OF LANGUAGE EDUCATION</b>  <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>  <b>EDUCATION</b></p>			
<b>STUDENT TASK GUIDELINE</b>				
<b>COURSE TITLE</b>	Micro Teaching			
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b> 6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd			
<b>TASK FORM</b>				
Mid Term Test				
<b>COURSE LEARNING OUTCOME</b>				
Understand the meeting material 2—7				
<b>DESCRIPTION</b>				
Students take a mid-term test in the form of a written test. The material is taken from the material for meeting 2—7.				
<b>METHOD OF COMPLETION</b>				
<ol style="list-style-type: none"> <li>1. Students do the mid-term test in the form of an individual written test.</li> <li>2. Multiple choice questions with 35 questions.</li> <li>3. Mid-term test is carried out using the G. Classroom platform.</li> <li>4. Time to do the mid-term test is 90 minutes.</li> </ol>				
<b>OUTCOMES</b>				
a. Object : written test				
b. Outcome: students understand the material for meeting 2—7.				
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>				
Quiz scores are obtained from the number of correct answers x 2.857.				
<b>TIMES</b>				
Meeting 8				
<b>OTHERS : -</b>				
<b>REFERENCES</b>				
<ol style="list-style-type: none"> <li>1. Alma, B. (2010). Guru Profesional. Bandung: Alfabeta.</li> <li>2. Asril, Zaenal. 2012. Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers.</li> <li>3. Asrohah, H &amp; Mustofa, A. (2013). Perencanaan Pembelajaran. Surabaya: Kopertis IV Press.</li> <li>4. Barnawo &amp; Arifin, M. (2012). Etika &amp; Profesi Kependidikan. Yogyakarta: Ar-Ruzz.</li> <li>5. Buchari, Alma. 2009. Guru Profesional Menguasai Metode dan Terampil Mengajar. Bandung: Alfabeta.</li> <li>6. Darmadi, H. (2010). Kemampuan Dasar Mengajar. Bandung: Alfabeta.</li> <li>7. Dimiyati dan Mudjiono, 1992. Belajar dan Pembelajaran. Jakarta: Depdikbud.</li> <li>8. Djamarah, S,B &amp; Aswan, Z. (2013). Strategi Belajar Mengajar. Jakarta: Rineka Cipta.</li> <li>9. Djamarah, S.B. (2002). Psikologi Belajar. Jakarta: PT. Rineka Cipta.</li> <li>10. Hamalik, Umar. 2001. Proses Belajar Megajar. Jakarta: Bumi Aksara.</li> <li>11. Hartono, B. (2010). Pengajaran Mikro: Strategi Pembelajaran Calon Guru/Guru Menguasai Keterampilan Dasar Mengajar. Semarang: Widya Karya.</li> <li>12. Hasibuan &amp; Moedjiono. (2010). Proses Belajar Mengajar. Malang: Remaja Rosda Karya.</li> </ol>				




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## Appendix Task Guidelines and Rubrics 8

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Theories and practices provide reinforcement in learning.					
<b>COURSE LEARNING OUTCOME</b>					
Capable and skilled in providing reinforcement in learning.					
<b>DESCRIPTION</b>					
Students are given the task of being skilled at providing reinforcement in learning.					
<b>METHOD OF COMPLETION</b>					
Forming groups and planning the implementation of skills provide reinforcement in learning.					
<b>OUTCOMES</b>					
a. Object: Skillful practice provides reinforcement in learning. b. Outcome: Students associate the components of skills to provide reinforcement in learning					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Accuracy cultivates attention. Easy to learn.	Does cultivating attention Facilitate student learning?				
Accuracy Maintain motivation.	Was the motivation given appropriately?				
Accuracy in facilitating learning	Does the material provided make learning easier?				
Accuracy minimizes negative behavior and encourages the growth of positive student behavior	Is minimizing negative behavior and encouraging the growth of positive student behavior done properly?				
<b>TIMES</b>					
Meeting 9					
<b>OTHERS : -</b>					
<b>REFERENCES</b>					
1. Alma, B. (2010). Guru Profesional. Bandung: Alfabeta. 2. Asril, Zaenal. 2012. Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers. 3. Asrohah, H & Mustofa, A. (2013). Perencanaan Pembelajaran. Surabaya: Kopertis IV Press. 4. Barnawo & Arifin, M. (2012). Etika & Profesi Kependidikan. Yogyakarta: Ar-Ruzz. 5. Buchari, Alma. 2009. Guru Profesional Menguasai Metode dan Terampil Mengajar. Bandung: Alfabeta.					


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## Appendix Task Guidelines and Rubrics 9

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>					
<b>STUDENT TASK GUIDELINE</b>							
<b>COURSE TITLE</b>	Micro Teaching						
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6		
<b>LECTURER</b>	Heni Dwi Arista, M.Pd						
<b>TASK FORM</b>							
Theory and practice using media and learning tools.							
<b>COURSE LEARNING OUTCOME</b>							
Able and skilled in using learning media and tools.							
<b>DESCRIPTION</b>							
Students are given the task to skillfully use learning media and tools.							
<b>METHOD OF COMPLETION</b>							
Form groups and plan implementation of skills using media and learning tools.							
<b>OUTCOMES</b>							
a. Object: Skilled practice using learning media and tools. b. Outcome: Students associate the components of skills using media and learning tools.							
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>							
<b>ASPECT</b>		<b>DESCRIPTOR</b>		<b>Performance Achievement Score</b>			
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Accuracy in choosing and applying learning media according to the material.		Is the selection and application of learning media in accordance with the material?					
Accuracy, proficiency in using and applying media to convey material.		Is the skill in using and applying media to deliver the material appropriate?					
Accuracy in developing media independently or using existing ones.		Is the development of media independently or using existing ones done appropriately?					
<b>TIMES</b>							
Meeting 10							
<b>OTHERS : -</b>							
<b>REFERENCES</b>							
1. Alma, B. (2010). Guru Profesional. Bandung: Alfabeta. 2. Asril, Zaenal. 2012. Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers. 3. Asrohah, H & Mustofa, A. (2013). Perencanaan Pembelajaran. Surabaya: Kopertis IV Press. 4. Barnawo & Arifin, M. (2012). Etika & Profesi Kependidikan. Yogyakarta: Ar-Ruzz. 5. Buchari, Alma. 2009. Guru Profesional Menguasai Metode dan Terampil Mengajar. Bandung: Alfabeta. 6. Darmadi, H. (2010). Kemampuan Dasar Mengajar. Bandung: Alfabeta.							

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8. Djamarah, S.B & Aswan, Z. (2013). Strategi Belajar Mengajar. Jakarta: Rineka Cipta.
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13. Hasibuan, J.J., Ibrahim, & A.J.E. Toenlio. (1994). Proses Belajar Mengajar: Keterampilan Dasar Pengajaran Mikro. Bandung: Remaja Rosdakarya.
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15. Hidayatullah, F. (2010). Pendidikan Karakter Membangun Peradaban Bangsa. Surakarta: Yuma Pustaka.
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## Appendix Task Guidelines and Rubrics 10

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Theory and practice compose learning scenarios.					
<b>COURSE LEARNING OUTCOME</b>					
Capable and skilled in preparing learning scenarios.					
<b>DESCRIPTION</b>					
Students are given the task of skillfully compiling learning scenarios.					
<b>METHOD OF COMPLETION</b>					
Forming groups and planning the implementation of skills in compiling learning scenarios.					
<b>OUTCOMES</b>					
a. Object: Skilled practice in compiling learning scenarios. b. Outcome: Students associate components in developing learning scenarios.					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy Learn the module (LKS) which used by students to find out what material will be studied and how the teacher will facilitate students.	What is the Accuracy of Studying the module (LKS) that used by students to find out the material that will be studied and how the teacher will facilitate students appropriate?				
The accuracy of determining the time, equipment or tools that will be used in learning.	Is the time, equipment or tools to be used in learning appropriate?				
The accuracy of writing the steps that will be carried out in the learning process is in accordance with the planned learning stages.	Are the steps to be taken in the learning process in accordance with the planned learning stages?				
The accuracy of the learning steps is written in full.	What is the learning steps written out completely?				
Accuracy in writing assessment plans for learning activities.	Is the writing of an assessment plan for learning activities appropriate?				
The accuracy of the criteria for the success	Can the success criteria of the assessment results be detailed in detail and include				

of the assessment results can be detailed and includes three parts, namely cognitive, affective, and psychomotor.	threefold namely cognitive, affective, and psychomotor?				
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**TIMES**

Meeting 11

**OTHERS : -**

**REFERENCES**

1. Alma, B. (2010). Guru Profesional. Bandung: Alfabeta.
2. Asril, Zaenal. 2012. Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers.
3. Asrohah, H & Mustofa, A. (2013). Perencanaan Pembelajaran. Surabaya: Kopertis IV Press.
4. Barnawo & Arifin, M. (2012). Etika & Profesi Kependidikan. Yogyakarta: Ar-Ruzz.
5. Buchari, Alma. 2009. Guru Profesional Menguasai Metode dan Terampil Mengajar. Bandung: Alfabeta.
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15. Hidayatullah, F. (2010). Pendidikan Karakter Membangun Peradaban Bangsa. Surakarta: Yuma Pustaka.
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## Appendix Task Guidelines and Rubrics 11


		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Theory and practice of using language, appearance, movement, and time lapse in learning and skilled at variation in learning.					
<b>COURSE LEARNING OUTCOME</b>					
Able and skilled in using language, appearance, movement, and time lapse in learning and skilled at making variations in learning.					
<b>DESCRIPTION</b>					
Students are given the task to skillfully use language, appearance, movement, and time lapse in learning and to be skilled at making variations in learning.					
<b>METHOD OF COMPLETION</b>					
Forming groups and planning the implementation of skills using language, appearance, movement, and time lapse in learning as well as being skilled at variation in learning.					
<b>OUTCOMES</b>					
a. Object: The practice of skillfully using language, appearance, motion, and time lapse in learning and skillfully making variations in learning. b. Outcome: Students discuss and reflect on the results of applying skills using language, appearance, movement, and time lapse in learning and are skilled at making variations in learning into groups					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy and appropriateness of variation in teaching style: voice, concentration of attention, silence, tone of voice, facial expressions, changes in body movement/position, eye contact	Are variations in teaching style: voice, concentration, silence, tone of voice, facial expressions, changes in body movement/position, eye contact appropriate?				
Accuracy of variations in the use of existing media and learning resources.	Are variations in the use of existing media and learning resources appropriate?				
The accuracy of variations in the pattern of teacher-student interaction.	Is the variation in teacher-student interaction patterns appropriate?				
<b>TIMES</b>					



**REFERENCES**

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## Appendix Task Guidelines and Rubrics 12

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Theory and practice guide discussion in learning and skillfully manage the classroom in learning and conduct evaluations in learning.					
<b>COURSE LEARNING OUTCOME</b>					
Skilled in guiding discussions in learning and skilled in managing classes in learning and evaluating in learning.					
<b>DESCRIPTION</b>					
Students are given the task of skillfully guiding discussions in learning and skillfully managing classes in learning and conducting evaluations in learning.					
<b>METHOD OF COMPLETION</b>					
Forming groups and planning the implementation of skills to guide discussion in learning and skilled in managing classes in learning and evaluating in learning.					
<b>OUTCOMES</b>					
a. Object : Skilled practice guiding discussion in learning and skillful in managing class in learning and evaluating in learning. b. Outcome: Students discuss and reflect on the results of applying the skills to guide discussion in learning and are skilled at managing the class in learning and evaluating in learning.					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy creates optimal conditions for study. a) Respond to class conditions. b) Distribute attention to the whole class. c) Encourage responsibility and a sense of belonging to the learning environment. d) Restore the focus / attention of students on the material.	Does accuracy create optimal conditions for learning. a) Respond to class conditions. b) Dividing attention to the whole class. c) Encourage responsibility and a sense of belonging to the learning environment. d) Returning the students' focus/attention to the material are appropriated?				
Accuracy of response to disturbances a) Give warnings if necessary. b) Solve the problem of existing disturbances. c) Make the right decisions about existing disturbances.	Does responsive to disturbances a) Give warnings if needed. b) Troubleshoot existing interference problems. c) Making the right decisions about existing disturbances are correct?				

<p>The accuracy of evaluating a) Determining the level of achievement of competence in learning. b) Assessing the improvement and development of students regarding the mastery of basic competencies. c) As a material for diagnosing students' learning difficulties in mastering basic competencies. d) Encouraging students to improve basic competence.</p>	<p>Does the accuracy of evaluating a) Determining the level of achievement of competence in learning. b) Assessing the improvement and development of students regarding the mastery of basic competencies. c) As a material for diagnosing students' learning difficulties in mastering basic competencies. d) Encouraging students to improve basic competencies are appropriate?</p>				
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**TIMES**


Meeting 14-15

**OTHERS : -**

**REFERENCES**

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## Appendix Task Guidelines and Rubrics 13

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Micro Teaching				
<b>CODE</b>	SPI62032	<b>ECT</b>	3	<b>SEMESTER</b>	6
<b>LECTURER</b>	Heni Dwi Arista, M.Pd				
<b>TASK FORM</b>					
Final Test					
<b>COURSE LEARNING OUTCOME</b>					
Skilled in practicing Micro Teaching to establish and develop basic teaching competencies.					
<b>DESCRIPTION</b>					
Students practice Micro Teaching to form and develop basic teaching competencies as a provision for teaching practice in schools / educational institutions in order to fully teaching work in front of the class by having the knowledge, skills, skills and attitudes as professional teachers.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Each individual practices Micro Teaching to form and develop basic teaching competencies.</li> <li>2. Other students give feedback.</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. a. Object : Micro teaching</li> <li>b. b. Outcome: students are practice Micro-Teaching to form and develop basic teaching competencies.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>		<b>DESCRIPTOR</b>		<b>Performance Achievement Score</b>	
				<b>1</b>	<b>2</b>
				<b>3</b>	<b>4</b>
Mastery of material	Can student deliver the material practiced?				
Clarity of material presentation	Is the material presented clearly and easily understood by the audience?				
Communicative	Is the language student's use when presenting and answering question communicative?				
Skills in using presentation support media	Is each student skilled in using media to support presentations?				
The attractiveness of the presentation	Is the material an attractive presentation?				
Fluency	Can each student respond to the material and answer the audience's questions smoothly?				
<b>TIMES</b>					
Meeting 16					
<b>OTHERS : -</b>					
<b>REFERENCES</b>					
<ol style="list-style-type: none"> <li>1. Alma, B. (2010). Guru Profesional. Bandung: Alfabeta.</li> <li>2. Asril, Zaenal. 2012. Micro Teaching Disertai Dengan Pedoman Pengalaman Lapangan. Jakarta: Rajawali Pers.</li> <li>3. Asrohah, H &amp; Mustofa, A. (2013). Perencanaan Pembelajaran. Surabaya: Kopertis IV Press.</li> </ol>					

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