


Module/ Course Title: Professional Ethics					
Module/Course code SPB60003	student workload 119 hours	Credits (credits/ ECTS) 3/ 4,5	Semester 3	Frequency Every Year (August)	Duration 1 semester (s)
1	Types of courses Compulsory coursework	contact hours 35 hours	independent study 42 hours	class size 30	
2	Prerequisites for participation -				
3	<p>Course Description : This course focuses on the principles of professional ethics in teaching, approaches and foundations of education and learning, principles of learning, management of entrepreneurship through learning.</p> <p>Intended Learning outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 1: Graduates are expected to internalize academic values, norms, and ethics in executing work professionally in the fields of education. 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 analyze 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>Course Learning Outcomes After completing this course, students are able to improve and enhance their professional ethics and morality as future teachers/educators in academia</p>				
4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> Able to master theoretical concepts, including the definition, important values, dimensions, and principles of professional ethics in teaching Able to master pedagogical competencies, including approaches and foundations of education and learning Able to master the principles of learning Able to master the principles and management of entrepreneurship through learning <p>Course content</p> <ol style="list-style-type: none"> Week 1: Being able to identify and understand the basic concepts of professional ethics Week 2: Being able to explain the definition and basic concept of ethical values. Week 3: Being able to explain the definition, characteristics, and requirements in profession. Week 4: Being able to explain professional education Week 5: Being able to explain the profiles and requirements of becoming a teacher Week 6: Being able to explain the pedagogical, personality, social, and professional competences. Week 7: Being able to explain teacher certification Week 8: Mid-term Examination Week 9: Being able to explain the arrangements of quality in education Week 10: Being able to explain ethics in education service Week 11: Being able to explain ethics in the perspective of educational administration Week 12: Being able to explain ethics in educational leadership. Week 13: Being able to explain teacher's ethics in teaching Week 14: Being able to explain student's ethics in learning Week 15: Being able to explain the development of noble character building Week 16: Final Examination 				


4	<p>Teaching methods</p> <p>The learning method refers to a project-based learning strategy which is carried out with students compiling learning device products within the allotted time, which will be followed up with product presentation. Lecturers as facilitators provide stimulus, act as facilitators during the lecture process, and provide reviews and material reinforcement.</p>						
5	<p>Assessment methods</p> <p>The test/evaluation method is carried out through structured assignments, mid-semester examination, final semester examination, as well as class participation. The final score in this lecture is obtained through the formula or calculation below.</p> <p>FS = 0,10 P + 0,15 Q + 0,20 ST + 0,25 ME + 0,30 FE</p> <p>Notes:</p> <table data-bbox="199 539 938 640"> <tr> <td>FS = Final Score</td> <td>ST = Structured Tasks</td> </tr> <tr> <td>P = Participation</td> <td>ME = Midterm Exams</td> </tr> <tr> <td>Q = Quiz</td> <td>FE = Final Exams</td> </tr> </table>	FS = Final Score	ST = Structured Tasks	P = Participation	ME = Midterm Exams	Q = Quiz	FE = Final Exams
FS = Final Score	ST = Structured Tasks						
P = Participation	ME = Midterm Exams						
Q = Quiz	FE = Final Exams						
6	<p>This module is used in the following degree programmes as well: (Yes)</p>						
7	<p>Responsibility for module: Vanda Hardinata, M.Pd.</p>						
8	<p>Other information:</p> <p>Lectures use primary references such as journals, books and learning resources as follows:</p> <ol data-bbox="236 786 1461 1144" style="list-style-type: none"> 1. Tarigan, Prastowo, A. 2013. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan</i>. Jogjakarta: Diva Press. 2. Sagala, Syaiful. 2009. <i>Kemampuan Profesional Guru dan Tenaga Kependidikan</i>. Bandung: Alfabeta. 3. 2013. <i>Etika & Moralitas Pendidikan: Peluang dan Tantangan</i>. Jakarta: Kencana 4. Saroni, Mohammad. 2011. <i>Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru</i>. Jogjakarta: AR-RUZZ Media. 5. Suyatno. 2008. <i>Panduan Sertifikasi Guru</i>. Jakarta: PT Indeks 6. Sa'ud, Udin Syaefudin. 2013. <i>Pengembangan Profesi Guru</i>. Bandung: Alfabeta 						

Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Being able to identify and understand the basic concepts of professional ethics					
DESCRIPTION					
Students are given initial knowledge and insight in understanding the basic concepts of professional ethics					
METHOD OF COMPLETION					
1. Students are provided with an overview of the materials of the course 2. Mind maps comes with references as aids 3. Students are facilitated with the general description of the course					
OUTCOMES					
a. Object: mind map b. Outcome: Students are able to comprehend the initial orientation of the course Professional Ethics.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying core concept	Are the concepts proposed by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating the relationship between concepts	Are students able to relate one concept to another?				
The accuracy of explaining the concept	Is the content of the concept easy to understand?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described so as to form a new knowledge structure?				
TIMES					
Meeting 1					
OTHERS: -					
REFERENCES					

1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain the definition and basic concept of ethical values.					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Group discussion b. Outcome: Students are able to explain the definition and basic concept of ethical values 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				

The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

TIMES


Meeting 2

OTHERS: -

REFERENCES


1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Etika Profesi				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain the definition, characteristics, and requirements in profession.					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Group discussion b. Outcome: Students are able to explain the definition, characteristics, and requirements in profession. 					


INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				
TIMES					
Meeting 3					
OTHERS: -					
REFERENCES					
<ol style="list-style-type: none"> 1. Prastowo, A. 2013. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan</i>. Jogjakarta: Diva Press. 2. Sagala, Syaiful. 2009. <i>Kemampuan Profesional Guru dan Tenaga Kependidikan</i>. Bandung: Alfabeta. 3. 2013. <i>Etika & Moralitas Pendidikan: Peluang dan Tantangan</i>. Jakarta: Kencana 4. Saroni, Mohammad. 2011. <i>Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru</i>. Jogjakarta: AR-RUZZ Media. 5. Suyatno. 2008. <i>Panduan Sertifikasi Guru</i>. Jakarta: PT Indeks 6. Sa'ud, Udin Syaefudin. 2013. <i>Pengembangan Profesi Guru</i>. Bandung: Alfabeta 					

Appendix Task Guidelines and Rubrics 4

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE				
COURSE TITLE	Professional Ethics			
CODE	SPB60003	CREDITS	2	SEMESTER 3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd			
TASK FORM				
Presentation				

COURSE LEARNING OUTCOME					
Being able to explain professional education					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session					
OUTCOMES					
a. Object: Group Discussion					
b. Outcome: Students are able to explain professional education					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				
TIMES					
Meeting 4					
OTHERS: -					
REFERENCES					
1. Prastowo, A. 2013. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan</i> . Jogjakarta: Diva Press. 2. Sagala, Syaiful. 2009. <i>Kemampuan Profesional Guru dan Tenaga Kependidikan</i> . Bandung: Alfabeta. 3. 2013. <i>Etika & Moralitas Pendidikan: Peluang dan Tantangan</i> . Jakarta: Kencana 4. Saroni, Mohammad. 2011. <i>Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru</i> . Jogjakarta: AR-RUZZ Media. 5. Suyatno. 2008. <i>Panduan Sertifikasi Guru</i> . Jakarta: PT Indeks 6. Sa'ud, Udin Syaefudin. 2013. <i>Pengembangan Profesi Guru</i> . Bandung: Alfabeta					


Appendix Task Guidelines and Rubrics 5

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain the profiles and requirements of becoming a teacher					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Group Discussion b. Outcome: Students are able to explain the profiles and requirements of becoming a teacher 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				
TIMES					
Meeting 5					
OTHERS: -					

REFERENCES

1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 6

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain the pedagogical, personality, social, and professional competences.					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
<ol style="list-style-type: none">1. Students make a paper based on their designed topic2. Group presentation3. Discussion and question-and-answer session					
OUTCOMES					
<ol style="list-style-type: none">a. Object: Group Discussionb. Outcome: Students are able to explain the pedagogical, personality, social, and professional competences.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				

Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

TIMES


Meeting 6

OTHERS: -

REFERENCES

1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 7

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain teacher certification					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session 					
OUTCOMES					
a. Object: Group Discussion					

b. Outcome: Students are able to explain teacher certification

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

TIMES


Meeting 7

OTHERS: -

REFERENCES

1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 8

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					

Being able to explain the arrangements of quality in education

DESCRIPTION

Students are assigned to form a group to present a specific topic they are entrusted with.

METHOD OF COMPLETION

1. Students make a paper based on their designed topic
2. Group presentation
3. Discussion and question-and-answer session

OUTCOMES

- a. Object: Group Discussion
- b. Outcome: Students are able to explain the arrangements of quality in education

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

TIMES


Meeting 9

OTHERS: -

REFERENCES


1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 9

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain ethics in education service					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Group Discussion b. Outcome: Students are able to explain ethics in education service. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				
TIMES					
Meeting 10					
OTHERS: -					
REFERENCES					

1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 10

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Etika Profesi				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain ethics in the perspective of educational administration					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Group Discussion b. Outcome: Students are able to explain ethics in the perspective of educational administration 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				

The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

TIMES


Meeting 11

OTHERS: -

REFERENCES


1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 11

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain ethics in educational leadership.					
DESCRIPTION					
Mahasiswa diberi tugas membentuk kelompok kerja dan mempresentasikan dengan topik yang sudah ditentukan.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Group Discussion b. Outcome: Students are able to explain ethics in educational leadership. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				
TIMES					
Meeting 12					
OTHERS: -					
REFERENCES					
<ol style="list-style-type: none"> 1. Prastowo, A. 2013. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan</i>. Jogjakarta: Diva Press. 2. Sagala, Syaiful. 2009. <i>Kemampuan Profesional Guru dan Tenaga Kependidikan</i>. Bandung: Alfabeta. 3. 2013. <i>Etika & Moralitas Pendidikan: Peluang dan Tantangan</i>. Jakarta: Kencana 4. Saroni, Mohammad. 2011. <i>Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru</i>. Jogjakarta: AR-RUZZ Media. 5. Suyatno. 2008. <i>Panduan Sertifikasi Guru</i>. Jakarta: PT Indeks 6. Sa'ud, Udin Syaefudin. 2013. <i>Pengembangan Profesi Guru</i>. Bandung: Alfabeta 					

Appendix Task Guidelines and Rubrics 12

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain teacher's ethics in teaching					
DESCRIPTION					

Students are assigned to form a group to present a specific topic they are entrusted with.

METHOD OF COMPLETION

1. Students make a paper based on their designed topic
2. Group presentation
3. Discussion and question-and-answer session

OUTCOMES

- a. Object: Group Discussion
- b. Outcome: Students are able to explain teacher’s ethics in teaching

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience’s questions smoothly?				

TIMES


Meeting 13

OTHERS: -

REFERENCES

1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa’ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 13

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain student's ethics in learning					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Group Discussion b. Outcome: Students are able to explain student's ethics in learning 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				
TIMES					
Meeting 14					
OTHERS: -					
REFERENCES					

1. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
2. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
3. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
4. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
5. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
6. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta

Appendix Task Guidelines and Rubrics 14

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Professional Ethics				
CODE	SPB60003	CREDITS	2	SEMESTER	3
LECTURER OF THE COURSE	Vanda Hardinata, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Being able to explain the development of noble character building					
DESCRIPTION					
Students are assigned to form a group to present a specific topic they are entrusted with.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Group Discussion b. Outcome: Students are able to explain the development of noble character building 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				

The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

TIMES

Meeting 15

OTHERS: -

REFERENCES

7. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.
8. Sagala, Syaiful. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
9. 2013. *Etika & Moralitas Pendidikan: Peluang dan Tantangan*. Jakarta: Kencana
10. Saroni, Mohammad. 2011. *Personal Branding Guru: Meningkatkan Kualitas dan Profesionalitas Guru*. Jogjakarta: AR-RUZZ Media.
11. Suyatno. 2008. *Panduan Sertifikasi Guru*. Jakarta: PT Indeks
12. Sa'ud, Udin Syaefudin. 2013. *Pengembangan Profesi Guru*. Bandung: Alfabeta