



F BAA

DESCRIPTION OF COURSE UNIT

according to the ECTS User's Guide 2015

Course unit title	Indonesian Language
Course unit code	22000011A03
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimester	1 st year
Semester/trimester when the course unit is delivered	First Semester
Number of ECTS credits allocated	2.88 ECTS. 2 credits equal to 2.88 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88 x 27.5 hours per semester = 79,2 hours per semester
Name of lecturer(s)	Muh. Zuhdy Hamzah, S.S., M.Pd
Learning outcomes of the course unit	CLO-1: Able to analyze the context of discussions regarding linguistic rules and practices CLO-2: Able to compose scientific work by paying attention to substantive, systematic and linguistic aspects (including effective sentences, paragraphs, cohesion and coherence) CLO-3: Able to compose scientific work in a disciplined and comprehensive manner by paying attention to substantive, systematic and linguistic aspects (including effective sentences, paragraphs, cohesion and coherence)
Mode of delivery (face-to- face, distance learning)	Face to face
Prerequisites and co- requisites (if applicable)	
Course content	<ol style="list-style-type: none">1. Position and Function of Bahasa Indonesia2. Characteristics of Scientific Bahasa Indonesia (BII)3. Short essay4. Inductive, Deductive, and mixed reasoning5. Students' KTI Reasoning Problems6. Effective Sentences7. Paragraphs in Academic Writing (KTI)8. Scientific, Semi-scientific and Non-scientific Paragraphs9. Scientific Articles10. General Guidelines for Bahasa Indonesia Spelling (PUEBI)

	11. Academic Text 12. Planning for Writing Scientific Papers 13. Environmental style of scientific writing at UIN Malang 14. Editing Scientific Essays
Recommended or required reading and other learning resources/tools	1. Bailey, S. 2011. Academic Writing: A Handbook for International Students (Ed. Ke-3). London & New York: Routledge. 2. Alwasilah, A. Chaedar. 2009. Pokoknya Menulis. Bandung: Angkasa. 3. Brotowidjojo, Mukayat. 2001. Penulisan Karya Ilmiah dan Nonilmiah. Jakarta: Akademika Pressindo 4. Crème Phillis. 2008. Panduan Menulis untuk Mahasiswa dan Pelajar. Jakarta: IKAPI. 5. Ikhwanuddin, I. (2012). Implementasi Pendidikan Karakter Kerja Keras Dan Kerja Sama Dalam Perkuliahan. Jurnal Pendidikan Karakter, (2), 120825. 6. Indriati, Etty. 2006. Menulis Karya Ilmiah. Jakarta: Gramedia. 7. Kementerian Riset Teknologi, dan Pendidikan Tinggi. 2016. Bahasa Indonesia untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pembelajaran dan Kemahasiswaan. 8. Ridwan. 2013. Metode dan Teknik Menyusun Proposal Penelitian. Bandung: Alfabeta. 9. Suparno. 2008. Keterampilan Dasar Menulis. Jakarta: Departemen Pendidikan Nasional. Suherli. 2001. Panduan Membuat Karya Tulis. Bandung: Yrama Widya. 10. Wiratno, T. (2009). Makna Metafungsional Teks Ilmiah dalam Bahasa Indonesia pada Jurnal Ilmiah: Sebuah Analisis Sistemik Fungsional (Disertasi). Surakarta: Program Pascasarjana Universitas Sebelas Maret. Surakarta: Universitas Sebelas Maret. 11. Wiratno, T. (2012). Ciri-ciri Keilmiahan Teks Ilmiah dalam Bahasa Indonesia. Indonesian Journal of Systemic Functional Linguistics, 1, 88- 111. 12. Jurnal Ilmiah Internasional Bereputasi 13. Jurnal Ilmiah Nasional Terakreditasi Sinta 1-6 14. Prosiding
Planned learning activities and teaching methods	Lecture, Group discussion, project based of PBL, and collaborative of Problem based learning
Language of instruction	Indonesian
Assessment methods and criteria	Observation, performance, written test, and portfolio.

DISCUSSION ASSESSMENT GUIDELINES

Course Name : _____

Name of Lecturer : _____

Departement : **Islamic Religious Education**

A. Assessment Rubric

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	Active Participation (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	Material Understanding (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	Argumentative Ability (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	Listening Skills (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	Teamwork (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently
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B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- s_i score is the score obtained by the student on the i -th task
- $Substances_i$ is the weight (in fractional form) of the i -th task
- The sum is done for all indicators, from indicators 1 to 5.

C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

D. Assessment Sheet

DISCUSSION ASSESSMENT SHEET

Student Name : _____

NIM : _____

Group Name : _____

Class : _____

Course Content : _____

Lecturer : _____

Assessment Date : _____

Ninth Meeting : _____

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	Active Participation (25%)						
2	Material Understanding (25%)						
3	Argumentative Ability (20%)						
4	Listening Skills (15%)						
5	Teamwork (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

Malang, _____

Lecturer

**MATRIX CALCULATION
FINAL COURSE SCORE
DEPARTMENT OF ISLAMIC EDUCATION**

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)			Affective (Substance 20%)	Psychomotor (Substance 20%)	
Papers/Essay/ Articles/Book Review/Article Review/Portfolio/Mind Map (Substance 20%)	Discussion/Pr esentation/Ob servation/Cas e Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self- Assessment/Peer Assessment)	Practice

B. Final Course Score Calculation

$Na = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$Na = CA \left(\left(\text{Midterm Exam Score} \times \frac{30}{100} \right) + \left(\text{Final Exam Score} \times \frac{40}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task

I = 1st score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25