

DESCRIPTION OF COURSE UNIT
according to the ECTS User's Guide 2015

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|--|---|
| 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 Indonesia 2. Characteristics of Scientific Bahasa Indonesia (BII) 3. Short essay 4. Inductive, Deductive, and mixed reasoning 5. Students' KTI Reasoning Problems 6. Effective Sentences 7. Paragraphs in Academic Writing (KTI) 8. Scientific, Semi-scientific and Non-scientific Paragraphs 9. Scientific Articles 10. General Guidelines for Bahasa Indonesia Spelling (PUEBI) |

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|--|--|
| | 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. Riduwan. 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 Keilmiah 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 |
|---|--------------------------|--------------------------------|--|--|--|---|

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
- $Substancs_i$ 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/Presentation/ Observation/Cas 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

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

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

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 |