

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

Course unit title	Basic Teaching Skills
Course unit code	22010111C07
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	3 rd Year
Semester/trimester when the course unit is delivered	Fifth Semester
Number of ECTS credits allocated	4.32 ECTS 3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester) In total 4.32 x 27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	Drs. A. Zuhdi, MA.
Learning outcomes of the course unit	CLO-1: Able to analyze the Professional Position of Teachers, Code of Ethics for Professional Teachers, Teacher Existence: Teacher Duties (Profession, Humanity, and Society), Teacher Roles (demonstrator, class manager, facilitator, evaluator, etc.), and Teacher Competency (Pedagogy , Personality, Professional, social). CLO-2: Able to analyze the skills of opening and closing lessons, explaining, asking questions, providing reinforcement, and providing variations. CLO-3: Able to design Class Management Skills, Guide Discussions, and Teach Small Groups and Individuals. CLO-4: Able to function of Isolated Practice and Integrated Practice
Mode of delivery (face-to- face, distance learning) Prerequisites and corequisites (if applicable)	Face to face
Course Content	1. Professional Position of Teachers and Code of Ethics for Professional Teachers 2. Teacher Existence: Teacher Duties (Professional, Humanitarian and Social), Teacher Roles (demonstrator, class manager, facilitator,

	<p>evaluator, etc.), and Teacher Competencies (Pedagogical, Personality, Professional, social)</p> <ol style="list-style-type: none"> 3. Skills for Opening and Closing Lessons 4. Explaining Skills 5. Questioning Skills 6. Skills to Provide Reinforcement 7. Skills in creating variations 8. Class Management Skills 9. Skills for Guiding Discussions 10. Small Group and Individual Teaching Skills. 11. Isolated Practice 12. Integrated Practices
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Wahid Murni dkk., (2011). <i>Keterampilan Dasar Mengajar</i>. Jogjakarta: Ar-Ruzz Media. 2. Marno, dkk. (2012). <i>Keterampilan Dasar Mengajar</i>. Jogjakarta: Ar- Ruzz Media. 3. Depdikbud, Keterampilan Dasar Mengajar (Kaset Video) 4. Mulyasa, E. (2005). <i>Menjadi Guru Profesional</i>. Bandung; Rosdakarya. 5. Suwarna, dkk, Pengajaran Mikro: Pendekatan Praktis Menyiapkan Pendidik Profesional (Yogyakarta: Tiara Wacana, 2006) 6. Moh. Uzer Usman. <i>Menjadi Guru Profesional</i>. Jakarta: Remaja Rosda Karya. 7. Thomas Gordon. <i>Guru yang Efektif</i>. Jakarta: Rajawali Pers. 8. Helmiati, M.Ag. (2013) <i>MICRO TEACHING Melatih Keterampilan Dasar Mengajar</i>. Yogyakarta: Aswaja Pressindo. 9. Rusmaini. (2019) <i>Kemampuan Dasar Mengajar</i>. Unpam Press: Pamulang Pamulang Tangerang.
Planned learning activities and teaching methods	Lecture, Simulation, Project Based Learning, Problem Based Learning, Prticum
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examination, and Presentation, Observation, Performance

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/Portfo lio/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 = Cognitive Aspect Score (CA)+ Affective Aspect Score (AA)+ 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