

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

Course unit title	Reporting Models
Course unit code	22010112E08
Type of course unit (compulsory, optional)	Optional
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/trimest	4 <sup>th</sup> year
Semester/trimester when the course unit is delivered	Seventh 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 2.88 x 27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	Angga Teguh Prastyo, S.Pd.I., M.Pd / Muhammad Tholib, M.Pd
Learning outcomes of the course unit	CLO-1: Able to Analyze and Formulate the Professional Position of Teachers and the Code of Ethics for Professional Teachers CLO-2: Able to describe, examine, and measure teacher existence: teacher duties (professional, human and social), teacher roles (demonstrator, class manager, facilitator, evaluator, etc.), and teacher competencies (pedagogical, personality, professional, social) CLO-3: Able to Discover, Design and Demonstrate the Skills of Opening and Closing Lessons, Explaining, Asking, Providing Reinforcement, Providing Variations, Managing the Class, and Guiding Discussions CLO-4: Able to Recommend, interpret, and Take part in Small Group and Individual Teaching Skills CLO-5: Able to compose Isolated Practices CLO-6: Able to build Integrated Practices
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"> <li>1. Field of Study and News Issues</li> <li>2. Reporting Procedures</li> <li>3. Focus on reporting and identifying facts and opinions</li> </ol>

	<ol style="list-style-type: none"> <li>4. Mass media reporting practices</li> <li>5. Evaluate mass media coverage</li> <li>6. The concept of online media reporting</li> <li>7. Online media reporting practices</li> <li>8. PTK Instrument Preparation Techniques (Observations, interviews, documentation and questionnaires)</li> <li>9. Evaluation of Online Media Reporting</li> <li>10. The concept of social media reporting</li> <li>11. Social media reporting practices</li> <li>1. Evaluation of Social Media Reporting</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. McNair, Brian. (1994). <i>News and Journalism in the UK: A Textbook</i>. London and New York: Routledge.</li> <li>2. Mc Quail, D. (1996). <i>Media performance: Mass communication and the public interest</i>. London: Sage Publications.</li> <li>3. Barus, Sedia Willing. (2010). <i>Jurnalistik (Petunjuk Teknis Menulis Berita)</i>. Jakarta: PT. Gelora Aksara Pratama.</li> <li>4. Budyatna, Muhammad. (2005). <i>Jurnalistik (Teori dan Praktek)</i>. Bandung: PT Remaja Rosdakarya.</li> <li>5. Hikmat Kusumaningrat (2006). <i>Jurnalistik: Teori dan Praktik</i>, Bandung: Remaja Rosdakarya</li> <li>6. Bahari, H.M. (1997). <i>Segi-segi hukum kewartawanan: Tanggung jawab yuridis Seorang Jurnalis</i>. Jakarta: PT. Garuda Buana Indonesia.</li> <li>7. Kasman, Suf. (2004). <i>Jurnalisme Universal</i>. Bandung: TERAJU.</li> <li>8. Ermanto. (2005). <i>Menjadi Wartawan Handal dan Profesional, Panduan Praktis dan Teoritis</i>. Yogyakarta: Cinta Pena.</li> <li>9. Mondry. (2008). <i>Pemahaman Teori dan Praktik Jurnalistik</i>. Bogor: Ghalia Indonesia.</li> </ol>
Planned learning activities and teaching methods	Lecture, Group discussion, case study, collaborative Pbl, cooperative Pbl, Project Based Pbl, Problem Based Pbl.
Language of instruction	Indonesian
Assessment methods and criteria	Observation, Written Test, 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	<b>Active Participation</b> (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	<b>Material Understanding</b> (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	<b>Argumentative Ability</b> (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	<b>Listening Skills</b> (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
- $Substanses_i$  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**

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

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

Note: n = total task  
I = 1<sup>st</sup> 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