

Modul/Course Title : Professional Ethics of Educators					
Modul/Course code :	Student Workload:	Credits (ECTS)	Semester:	Frequency:	Duration:
SPB60003	79,3 hours	2/3	1	Every odd semester	1 semester
1	Type of course: Compulsory coursework		Contact hours: 2 CU x 50 minutes = 100 =1.6 hours per week	Independent Study: 2 CU x 120 minutes = 240 minutes = 4 hours	Class Size: 25 Students
2	Requirements to participate:				
3	<p>Course Description: This course discusses the basic concepts of professional ethics of educators as a discipline. The study material in this course includes the understanding of ethical values and basic ethical concepts of understanding, characteristics and requirements of the teaching profession, teacher profiles, basic teacher competencies, teacher's role in counselling guidance, teacher's role in education administration, the general policy of teacher coaching and development, teacher competency improvement, teacher performance assessment, teacher career development, protection and appreciation of teaching profession, ethics code and teacher professional organizations, educational leadership, problems in the education profession. Learning is carried out using a communicative, collaborative approach with team-based learning methods.</p> <p>Intended Learning Outcomes (ILO) ILOs 4: Able to understand pedagogical theory includes educational psychology, methodology, media, evaluation of Japanese language learning, which can be applied in Japanese language education as a foreign language</p> <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> 1. Students can understand teachers' ethics, morals, and educational background in Indonesia. 2. Students can examine the policies, roles, positions, and ethics codes of teachers in Indonesia. 3. Students can identify various competencies, the teaching profession, and the teacher's relationship with the environment. 4. Students can identify the implementation of competencies, current teacher concepts, certification programs, and teacher profession education. <p>Course content</p> <ol style="list-style-type: none"> 1. Understanding ethical values and basic ethical concepts 2. Understanding the characteristics and requirements of the teaching profession 3. Teacher profile, basic teacher competence 4. The teacher's role in counseling guidance and education administration 				


	<ol style="list-style-type: none"> 5. The general policy of teacher coaching and development 6. Teacher competency improvement 7. Teacher performance appraisal 8. Teacher career development 9. Protection and appreciation of the teaching profession 10. Code of ethics and teacher professional organizations 11. Implement competencies, current teacher concepts, certification programs, and teacher profession education. 12. Problems in the education profession 13. Educational leadership 14. Issues and trends in contemporary education 																												
5	<p>Teaching Methods: Lectures, discussion, Team Based Learning.</p>																												
6	<p>Assessment methods:</p> <ol style="list-style-type: none"> 1. Class attendance and participation. This assessment is based on student attendance and participation through questions, answers, and discussions from the 1-15th meetings. 2. Structured tasks. This assessment is taken from student assignments from the 1-15th meetings. 3. Midterm test. The Midterm test will be held at the 8th meeting in a written test. The exam material is from the 1-17th meeting material. 4. Final Test. <p>Assessment summary</p> <table border="1"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>10%</td> </tr> <tr> <td>Structured tasks 1</td> <td>Summative</td> <td>Meeting 1—7</td> <td>15%</td> </tr> <tr> <td>Structured tasks 2</td> <td>Summative</td> <td>Meeting 9—15</td> <td>15%</td> </tr> <tr> <td>Midterm Test</td> <td>Summative</td> <td>Meeting 8</td> <td>30%</td> </tr> <tr> <td>Final Test</td> <td>Formative</td> <td>Meeting 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td>100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	10%	Structured tasks 1	Summative	Meeting 1—7	15%	Structured tasks 2	Summative	Meeting 9—15	15%	Midterm Test	Summative	Meeting 8	30%	Final Test	Formative	Meeting 16	30%	TOTAL			100%
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Final Test	Formative	Meeting 16	30%																										
TOTAL			100%																										
7	This module is also used in the following study programs: No																												
8	Responsible person for module: Ulfah Sutiarti, M.Pd																												
9	<p>Other information: A.M, Sardiman. (1983). “Tugas dan Tanggungjawab Guru dilihat dari Kode Etiknya”, dalam Cakrawala Pendidikan No.9 Vol III. Yogyakarta: IKIP Yogyakarta.</p>																												

<p>A.M., Sardiman. (2014). <i>Interaksi dan Motivasi Belajar Mengajar</i>. Jakarta : PT Raja Grafindo.</p> <p>Danim, Sudarwan. 2016. <i>Profesionalisasi dan Etika Profesi Guru</i>. Alfabeta: Bandung.</p> <p>Hamalik, Oemar. (2002). <i>Pendidikan Guru Berdasarkan Pendekatan Kompetensi</i>. Jakarta : Bumi Aksara</p> <p>Hosaini. 2019. <i>Etika dan Profesi Keguruan</i>. Literasi Nusantara:</p> <p>Hosnan, M. <i>Etika Profesi Pendidik</i>. Ghalia Indonesia: Yogyakarta</p> <p>Joni, Raka. (1992). <i>Pokok-pokok Pikiran Mengenai Pendidikan Guru</i>. Jakarta : Konsorsium Ilmu Pendidikan.</p> <p>PP Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Kompetensi Guru)</p> <p>Rahayu, Endang Sadbudhy dan I Made Nuryata. (2010). <i>Pembelajaran Masa Kini</i>. Jakarta : Sekarmita.</p> <p>Rusyan, Tabrani dan Hamijaya. (1992). <i>Profesionalisme Tenaga Kependidikan</i>. Jakarta : Nine Karya Jaya.</p> <p>Saondi, Ondi. 2015, <i>Etika Profesi Keguruan</i>. Refika Aditama: Bandung.</p> <p>Suteja, Jaja. <i>Etika Profesi Keguruan</i>. Deepublish: Yogyakarta</p> <p>UU Nomor 14 Tahun 2005 tentang Guru dan Dosen</p>

Appendices:

1. Task Guidelines and Rubrics

Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF JAPANESE LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Professional Ethics of Educators				
CODE	SPB60003	credits	2	SEMESTER	3
TEACHER	Ulfah Sutiyarti, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
<ol style="list-style-type: none"> 1. Students can understand teachers' ethics, morals, and educational background in Indonesia. 2. Students can examine the policies, roles, positions, and ethics code of teachers in Indonesia. 3. Students can identify various competencies, the teaching profession, and the teacher's relationship with the environment. 4. Students can identify the implementation of competencies, modern teacher concept and certification programs, and teacher profession education. 					
DESCRIPTION					
Students are assigned to make mind maps related to the material at each meeting.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page mind map using the application or manually 2. Mind maps are provided with references. 3. Assignments are submitted in Google Classroom in PDF or JPEG format. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : mind map b. Outcome: Students can understand and make mind maps related to the material in each meeting. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Outcomes Score			
		1	2	3	4
Punctuality	Do students submit the assignments on time?				
The accuracy of correlating the relation between concepts	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the content of the mind map easy to understand?				
TIMES					
1,2,3,4,5,6,9,10,11,12,13,14th Meetings					
OTHERS :-					

Other information:

A.M, Sardiman. (1983). "Tugas dan Tanggungjawab Guru dilihat dari Kode Etiknya", dalam Cakrawala Pendidikan No.9 Vol III. Yogyakarta: IKIP Yogyakarta.

A.M., Sardiman. (2014). Interaksi dan Motivasi Belajar Mengajar. Jakarta : PT Raja Grafindo.

Danim, Sudarwan. 2016. *Profesionalisasi dan Etika Profesi Guru*. Alfabeta: Bandung.

Hamalik, Oemar. (2002). Pendidikan Guru Berdasarkan Pendekatan Kompetensi. Jakarta : Bumi Aksara

Hosaini. 2019. *Etika dan Profesi Keguruan*. Literasi Nusantara:

Hosnan, M. *Etika Profesi Pendidik*. Ghalia Indonesia: Yogyakarta

Joni, Raka. (1992). Pokok-pokok Pikiran Mengenai Pendidikan Guru. Jakarta : Konsorsium Ilmu Pendidikan.

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Rahayu, Endang Sadbudhy dan I Made Nuryata. (2010). Pembelajaran Masa Kini. Jakarta : Sekarmita.


Rusyan, Tabrani dan Hamijaya. (1992). Profesionalisame Tenaga Kependidikan. Jakarta : Nine Karya Jaya.

Saondi, Ondi. 2015, *Etika Profesi Keguruan*. Refika Aditama: Bandung.

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Appendix Task Guidelines and Rubrics 2


		UNIVERSITAS BRAWIJAYA FACULTY OF CUURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF JAPANESE LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Professional Ethics of Educators				
CODE	PBJ61013	credits	1	SEMESTER	1
TEACHER	Ulfah Sutiyarti, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Students can identify and analyze the material in each meeting which is then presented in groups.					
DESCRIPTION					
Students are assigned to identify and analyze the material in each meeting then present it in groups.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Form presentation groups based on the number of meetings 2. Each group is assigned to identify and analyze the topic of their presentation. 3. Presenting the identification and analysis results of materials. 4. Discussion 5. Conclusion. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : presentation papers based on the material. b. Outcome: students can compose presentation papers based on the material, which is then presented in groups 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Outcomes Score			
		1	2	3	4
Communication	Are students able to explain the results of the identification and analysis of each meeting material presented in class in groups?				
Material	Are students able to understand the topic presented in class in groups?				
Answer the question	Are students able to answer the questions correctly?				
Use of media or assistive devices	Do students use a variety of media to explain the material presented?				
TIMES					
1,2,3,4,5,6,9,10,11,12,13,14th Meetings					

OTHERS :-

Other information:


- A.M, Sardiman. (1983). "Tugas dan Tanggungjawab Guru dilihat dari Kode Etiknya", dalam Cakrawala Pendidikan No.9 Vol III. Yogyakarta: IKIP Yogyakarta.
- A.M., Sardiman. (2014). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta : PT Raja Grafindo.
- Danim, Sudarwan. 2016. *Profesionalisasi dan Etika Profesi Guru*. Alfabeta: Bandung.
- Hamalik, Oemar. (2002). *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*. Jakarta : Bumi Aksara
- Hosaini. 2019. *Etika dan Profesi Keguruan*. Literasi Nusantara:
- Hosnan, M. *Etika Profesi Pendidik*. Ghalia Indonesia: Yogyakarta
- Joni, Raka. (1992). *Pokok-pokok Pikiran Mengenai Pendidikan Guru*. Jakarta : Konsorsium Ilmu Pendidikan.
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- Rahayu, Endang Sadbudhy dan I Made Nuryata. (2010). *Pembelajaran Masa Kini*. Jakarta : Sekarmita.
- Rusyan, Tabrani dan Hamijaya. (1992). *Profesionalisame Tenaga Kependidikan*. Jakarta : Nine Karya Jaya.
- Saondi, Ondi. 2015, *Etika Profesi Keguruan*. Refika Aditama: Bandung.
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Appendix Task Guidelines and Rubrics 3

	UNIVERSITAS BRAWIJAYA FACULTY OF CUURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF JAPANESE LANGUAGE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE	Professional Ethics of Educators				
CODE	SPB60003	credits	2	SEMESTER	1
TEACHER	Ulfah Sutiyarti, M.Pd				
TASK FORM					
Midterm Test					
COURSE LEARNING OUTCOME					
Students can understand and answer the 1-7th meeting material questions.					
DESCRIPTION					
Midterm Test is in writing form					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do the midterm test in written test form individually. 2. The test is in multiple-choice 3. The midterm test is carried out using the g-form 4. The quiz time is 90 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students can complete a test containing material from the 2-7th meetings 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Quiz scores are obtained from the number of correct answers compared to the number of questions.					
TIMES					
8th Meeting					
OTHERS : -					
REFERENCES					
<p>A.M, Sardiman. (1983). “Tugas dan Tanggungjawab Guru dilihat dari Kode Etiknya”, dalam Cakrawala Pendidikan No.9 Vol III. Yogyakarta: IKIP Yogyakarta.</p> <p>A.M., Sardiman. (2014). Interaksi dan Motivasi Belajar Mengajar. Jakarta : PT Raja Grafindo.</p> <p>Danim, Sudarwan. 2016. <i>Profesionalisasi dan Etika Profesi Guru</i>. Alfabeta: Bandung.</p> <p>Hamalik, Oemar. (2002). Pendidikan Guru Berdasarkan Pendekatan Kompetensi. Jakarta : Bumi Aksara</p> <p>Hosaini. 2019. <i>Etika dan Profesi Keguruan</i>. Literasi Nusantara:</p> <p>Hosnan, M. <i>Etika Profesi Pendidik</i>. Ghalia Indonesia: Yogyakarta</p> <p>Joni, Raka. (1992). Pokok-pokok Pikiran Mengenai Pendidikan Guru. Jakarta : Konsorsium Ilmu Pendidikan.</p> <p>PP Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Kompetensi Guru)</p> <p>Rahayu, Endang Sadbudhy dan I Made Nuryata. (2010). Pembelajaran Masa Kini. Jakarta : Sekarmita.</p> <p>Rusyan, Tabrani dan Hamijaya. (1992). Profesionalisame Tenaga Kependidikan. Jakarta : Nine Karya Jaya.</p>					

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Appendix Task Guidelines and Rubrics 4

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STUDENT TASK GUIDELINE					
COURSE	Professional Ethics of Educators				
CODE	SPB60003	credits	2	SEMESTER	1
TEACHER	Ulfah Sutiyarti, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Students can identify and summarize journals related to the subject of Professional Ethics.					
DESCRIPTION					
Students identify journals related to Professional Ethics materials for educators, then review and compile them as papers and use them as final assignments for the Professional Ethics course.					
METHOD OF COMPLETION					
The exam is conducted orally.					
OUTCOMES					
a. Object : paper b. Outcome: students can identify, review journals and then prepare them as final assignments					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
The value is based on the accuracy of selecting and reviewing the journal					
TIMES					
16th Meeting					
OTHERS : -					
REFERENCES					
.M, Sardiman. (1983). “Tugas dan Tanggungjawab Guru dilihat dari Kode Etiknya”, dalam Cakrawala Pendidikan No.9 Vol III. Yogyakarta: IKIP Yogyakarta. A.M., Sardiman. (2014). Interaksi dan Motivasi Belajar Mengajar. Jakarta : PT Raja Grafindo. Danim, Sudarwan. 2016. <i>Profesionalisasi dan Etika Profesi Guru</i> . Alfabeta: Bandung. Hamalik, Oemar. (2002). Pendidikan Guru Berdasarkan Pendekatan Kompetensi. Jakarta : Bumi Aksara Hosaini. 2019. <i>Etika dan Profesi Keguruan</i> . Literasi Nusantara: Hosnan, M. <i>Etika Profesi Pendidik</i> . Ghalia Indonesia: Yogyakarta Joni, Raka. (1992). Pokok-pokok Pikiran Mengenai Pendidikan Guru. Jakarta : Konsorsium Ilmu Pendidikan. PP Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Kompetensi Guru) Rahayu, Endang Sadbudhy dan I Made Nuryata. (2010). Pembelajaran Masa Kini. Jakarta : Sekarmita. Rusyan, Tabrani dan Hamijaya. (1992). Profesionalisame Tenaga Kependidikan. Jakarta : Nine Karya Jaya. Saondi, Ondi. 2015, <i>Etika Profesi Keguruan</i> . Refika Aditama: Bandung.					

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