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APPENDICES

Appendix 1

The following questionnaires will be distributed to FISIP student, English lecturers, the Head of Study Program and a curriculum professional to provide their feedback to the proposed semester based course plan and syllabus:

Table 4. Grid of student responses to a questionnaire on the content, language, and design of teaching materials in RPS and Syllabus

Isi						
No	Pernyataan	Skala penilaian				
		5	4	3	2	1
1	Kejelasan isi materi sudah sesuai dengan kebutuhan mahasiswa					
2	Tema/ topik yang diberikan sudah mencerminkan current issues dan pembelajaran abad 21 (<i>health literacy, global awareness, civic literacy, entrepreneurship literacy, environmental literacy</i>)					
3	Struktur organisasi/urutan isi materi (dari level yang mudah hingga ke level sulit)					
4	Kejelasan instruksi tugas mandiri dan tugas struktur					
5	Kesesuaian bahasa dengan karakteristik sasaran pengguna (level bahasa Inggrisnya sesuai dengan karakter 5 Prodi di FISIP)					
6	Kesesuaian pemilihan topik-topik dengan tema pendidikan abad ke-21 dalam latihan yang disajikan					
7	Kesesuaian isi materi dan latihan dengan tema-tema pendidikan abad ke-21 (<i>health literacy, global awareness, civic literacy, entrepreneurship literacy, environmental literacy</i>)					
8	Kesesuaian isi materi dan latihan dengan 4 Skill (<i>critical thinking and problem solving, communication, collaboration, creativity and innovation</i>) dalam pendidikan abad ke-21					
9	Kesesuaian antara metode pembelajaran dengan tema dan <i>skill</i> dalam pendidikan abad ke-21					

Table 5. Grids of questionnaire responses from lecturers to teaching materials

No	Pernyataan	Skala Penilaian				
		5	4	3	2	1
1	Ketepatan judul dengan isi materi					
2	Kejelasan isi materi					
3	Struktur organisasi/urutan isi materi (dari level yang mudah hingga ke level sulit)					

4	Kejelasan latihan dan tugas yang disertakan					
5	Kesesuaian bahasa dengan karakteristik sasaran pengguna (level bahasa Inggrisnya sesuai dengan karakter 5 Prodi di FISIP)					
6	Kesesuaian latihan dan tugas dengan capaian pembelajaran mata kuliah bahasa Inggris disetiap akhir pertemuan					
7	Kesesuaian isi materi dengan tema-tema pendidikan abad ke-21 (<i>health literacy, global awareness, civic literacy, entrepreneurship literacy, environmental literacy</i>)					
8	Kesesuaian isi materi dan latihan dengan 4 Skill (<i>critical thinking and problem solving, communication, collaboration, creativity and innovation</i>) dalam pendidikan abad ke-21					
9	Kesesuaian antara isi materi dan latihan dengan silabus mata kuliah bahasa Inggris					
10	Kesesuaian latihan dan tugas yang sesuai dengan tema-tema pendidikan abad ke-21					
11	Kesesuaian pemilihan topik-topik dengan tema pendidikan abad ke-21 dalam latihan dan tugas yang disajikan					
12	Kesesuaian antara jenis keterampilan pendidikan abad ke- 21 dengan indikatornya					
13	Kesesuaian antara capaian pembelajaran dengan jenis aktivitas yang ditawarkan					
14	Kesesuaian antara metode pembelajaran dengan tema dan <i>skill</i> dalam pendidikan abad ke-21					

Table 6. Grids of questionnaire responses from head of study programs to teaching materials, RPS and Syllabus

No	Pernyataan	Skala Penilaian				
		5	4	3	2	1
1	Ketepatan judul dengan isi materi					
2	Kesesuaian materi, tugas, dan capaian pembelajaran sudah sesuai dengan expektasi prodi					
3	Struktur organisasi/urutan isi materi (dari level yang mudah hingga ke level sulit)					
4	Kejelasan latihan dan tugas yang disertakan					
5	Kesesuaian bahasa dengan karakteristik sasaran pengguna (level bahasa Inggrisnya sesuai dengan karakter 5 Prodi di FISIP)					
6	Kesesuaian bahasa dengan karakteristik sasaran pengguna (level bahasa Inggrisnya sesuai dengan karakter 5 Prodi di FISIP)					


7	Kesesuaian pemilihan topik-topik dengan tema pendidikan abad ke-21 dalam latihan yang disajikan					
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Table 7. Grids of questionnaire responses from a professional curriculum programs to teaching materials, RPS and Syllabus

No	Pernyataan	Skala Penilaian				
		5	4	3	2	1
1	Ketepatan judul dengan isi materi					
2	Kejelasan isi materi					
3	Struktur organisasi/urutan isi materi (dari level yang mudah hingga ke level sulit)					
4	Kejelasan latihan dan tugas yang disertakan					
5	Kesesuaian bahasa dengan karakteristik sasaran pengguna (level bahasa Inggrisnya sesuai dengan karakter 5 Prodi di FISIP)					
6	Kesesuaian latihan dan tugas dengan capaian pembelajaran mata kuliah bahasa Inggris yang berorientasi pendidikan abad ke-21 dan Kurikulum OBE					
7	Langkah-langkah pengembangan RPS dan Silabus sudah memenuhi pendekatan OBE					
8	Kesesuaian isi materi dengan tema-tema pendidikan abad ke-21 (<i>health literacy, global awareness, civic literacy, entrepreneurship literacy, environmental literacy</i>)					

9	Kesesuaian isi materi dan latihan dengan 4 Skill (<i>critical thinking and problem solving, communication, collaboration, creativity and innovation</i>) dalam pendidikan abad ke-21					
10	Kesesuaian latihan dan tugas yang sesuai dengan tema-tema pendidikan abad ke-21 dan prinsip-prinsip OBE dari termudah ke yang tersulit					
12	Kesesuaian antara jenis keterampilan pendidikan abad ke- 21 dengan indikator dan kriteria yang diberikan					
13	Kesesuaian antara capaian pembelajaran dengan jenis aktivitas yang ditawarkan					
14	Kesesuaian antara metode pembelajaran dengan tema dan <i>skill</i> dalam pendidikan abad ke-21					

Appendix 2

 UNIVERSITAS NASIONAL, FAKULTAS ILMU SOSIAL DAN ILMU POLITIK, (ILMU INTERNASIONAL, ADMINISTRASI NEGARA, SOSIOLOGI, DAN ILMU K				
RENCANA PEMBELAJARAN SEMESTER				
Course Subject	Code of Course	Group of Course	Credit	
Bahasa Inggris			Numl of Cre (Face face	
AUTHORIZATION	Name of Developer Learning Plan (RPS)	Coordinator of Group		
	Siti Tuti Alawiyah	Siti Tuti Alawiyah		
Learning Outcomes (LO)	Expected Learning Outcome (ELO)- Program Learning Outcomes (PLO) / CPL-Prodi/ graduate learning outcomes imposed on the course			
	Attitude (S8)	Internalizing academic norms, values, and ethics.		
	Attitude (S9)	Demonstrate a responsible attitude toward working independently in their area		
	Knowledge (P1)	Capable of applying their fields of expertise and utilizing science and technology to the situation at hand		
	Knowledge (P4)	Have understanding and knowledge of current issues in social science, politics		
	General Skills (KU2)	Capable of demonstrating independent, high-quality, and measurable performan		
	General Skills (K5)	Capable of making appropriate decisions in the context of solving problems in t information and data analysis results.		
	General Skill (KU10)	Capable of using English as an international language in the professional caree		
	Specific Skill	Capable of expressing thoughts or opinions in English about scientific fields an (This is the KK formula that will be submitted later to five FISIP research progra		
	Course Learning Outcomes (CLO)/ (CPMK)			
	CLO 1	Able to translate English texts/ vocabularies to Indonesian language tak sources in 21st century learning. (C2)		
	CLO 2	Able to answer the questions in English from reading and listening E learning. (C3)		
	CLO 3	Able to apply the English structure correctly in the writing form.		
	CLO 4	Able to organize the idea or thought in English correctly in the spoken la		
	Lesson Learning Outcomes (Kemampuan akhir tiap tahapan belajar (Sub-CPMK)			
LLO -1	Able to read English texts (related to Covid 19 and advice for the Public COVID text, able to apply the language structure described in reading text, and able to writing in accordance with the given theme.			

LLO - 2	Able to listen to and comprehend the contents of a listening or conversation in normal video), able to apply the language structure of the source of hearing or the results of the hearing in written and spoken form in accordance with the given theme
LLO - 3	Able to read English texts (related to religious tolerance and SDGs) and comprehend the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme
LLO - 4	Able to listen to and comprehend the contents of a listening or conversation in video and what is globalization video), able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme
LLO - 5	Able to read English texts (related to 21 st century education and skills should be able to understand the content of the text, able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme
LLO - 6	Able to listen English texts (related to 21 st century education and skills should be able to understand the content of the text, able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme
LLO - 7	In seventh meeting, before discussing to further themes, lecturer can review the materials that have been studied including the vocabularies use and grammar contents that are described in reading text that students have watched in online session. These activities are carried out in order to reinforce the understanding of the materials given. In addition, students have more opportunities asking any materials. These activities can be a quiz, questions and answer, or a group presentation where students discuss about one of the topics provided by the lecturers then they present in class while another group gives comments on their performance. These activities are expected able to make the understanding of language structures have been studied.
LLO - 8	Activity of Formative Evaluation by lecturer. Students are expected to be able to understand and answer the questions by applying language structure well.
LLO - 9	Able to read English texts (related to civic literacy) and comprehend the content of the text, able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme
LLO - 10	Able to listen English texts (related to civic literacy) and comprehend the content of the text, able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme
LLO - 11	Able to read English texts (related to environmental literacy) and comprehend the content of the text, able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme
LLO - 12	Able to listen English texts (relate to environmental literacy) and comprehend the content of the text, able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme
LLO - 13	Able to read English texts (related to financial, economic, business, and entrepreneurship literacy) and comprehend the content of the text, able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme
LLO- 14	Able to listen English texts (relate to financial, economic, business, and entrepreneurship literacy) and comprehend the content of the text, able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme

	LLO-15	In fifteenth meeting, lecturer can review the materials after midterm test to the vocabularies use and grammar contents that are described in reading text watched in online session. These activities are carried out in order to know given. In addition, students have more opportunities asking any materials they be a quiz, questions and answer, or a group presentation where students are provided by the lecturers then they present in class while another students can their performance. These activities are expected make students to able to structures have been studied.							
	LLO- 16	Activity of Final Evaluation by lecturer. Students are expected to be able to comprehend and answer the questions by applying language structure well.							
		Korelasi CPL terhadap Sub-CPMK							
		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	Sub-CPMK6	Sub-CPMK7	Sub-CPMK8
	CPL1								
	CPL2								
	CPL3								
	CPL4								
	CPL5								
Short Description of Subject	This course provides basic English learning for first-year FISIP students from first course teaches the skills of listening, reading, writing, vocabulary, and English								
Subject Matter	Language skills								
Reference	Main Reference :	<ol style="list-style-type: none"> https://www.who.int/health-topics/coronavirus#tab=tab_1). https://www.who.int/emergencies/diseases/novel-coronavirus https://www.who.int/emergencies/diseases/novel-coronavirus- 2019 https://www.who.int/news/item/13-10-2020-impact-of-covid-19-on-food-systems news.un.org/en/story/2019/05/1038431 (religious tolerance) https://sdgs.un.org/goals#history https://www.youtube.com/watch?v=sYn70sqaArI https://www.youtube.com/watch?v=q1CWGNbGIA https://www.youtube.com/watch?v=FR0loaXJldw (21st century skills) https://www.youtube.com/watch?v=Ax5cNlutAys (what is 21st century skills) https://civiced.org/lessons/how-can-citizens-participate https://www.youtube.com/watch?v=zcsW8Vx-Ojs&t=131s (Civic Education) https://hdr.undp.org/content/are-you-happy-your-government https://www.youtube.com/watch?v=SDRxfuEvqGg Climate Change <p>Vulnerability</p> <ol style="list-style-type: none"> https://www.youtube.com/watch?v=4d4-HjKqIBY https://www.youtube.com/watch?v=6by9NEhT9GM (Biography) https://www.forbes.com/sites/benmidgley/2019/01/18/wanna-be-a-millionaire/?sh=2f0f9cf66316 https://www.youtube.com/watch?v=e1rEHiuDtuc https://www.nationalgeographic.com/environment/article/climate-change-how-they-overcome-it 							

(1)	(2)	(3)	(4)	(5)	
1	Able to read English texts (related to Covid 19 disease and advice for the Public COVID 19) and comprehend the content of the text, able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme. (indicate of Bloom level C2, C3)	<p>1. Interpreting texts in English that relate to health literacy (“ Corona - Virus - Disease” and “Advice for the Public: COVID 19)</p> <p>2. Finding main ideas of the paragraph and identifying the structure of language</p> <p>3. Writing a short paragraph about what they have read and answering questions based on the text.</p>	<p>Criteria:</p> <p>1. Able to read and comprehend the texts correctly.</p> <p>2. Able to find the main ideas in paragraphs and identify & structure of language</p> <p>3. Able to write a short paragraph and answer questions based on the text given</p> <p>Techniques:</p> <p>1. Providing English texts, vocabulary building, and asking students to read aloud and silent reading</p> <p>2. Asking students to find out main ideas in paragraphs and unknown vocabularies</p> <p>3. Discussing the language structure (ex: tenses pattern, part of speech) and asking and answering / Q&A</p>	<p>Discovery Learning, Class Discussion 50’x3 minutes = 3 credits</p> <p>4C skills : Critical thinking- problem solving, communication.</p> <p>Structured Task:</p> <p>1. Read and comprehend the English text with the topics “Corona virus Disease” (COVID19) and “Advice for the Public:</p> <p>2. Find main ideas of paragraph and identify structure of the language</p> <p>3. Write sentences/ a short paragraph about what important points of the text and participate in class discussion.</p> <p>Individual task:</p> <p>1. Find the meaning of unknown vocabularies related to these topics on online dictionary.</p> <p>2. Learn how to pronounce correct English words continuously.</p> <p>3. Visit the WHO website, the Ministry of Health website, or a site that provides up-to-date COVID information. In order to gain updated information as well as to practice English</p>	
2	Able to listen to and comprehend the contents of a	1. Interpreting the content of the	Criteria : 1. Able to		Lecturing learning,

	listening or conversation in English (related to herd Immunity video and mental health article), able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme	<p>listening text from (ex: WHO World Health Organization) through the YouTube Platform.</p> <p>2. Writing a brief paragraph about what students have heard from the video by using the appropriate English vocabulary and grammar that they have learned in previous meeting.</p> <p>3. Discussing the topics (Q&A time)</p>	<p>interpret and comprehend the text or contents of the video from English to Indonesian through the You Tube platform</p> <p>2. Students are able to write main points of the video</p> <p>3. Students are able to mentions what students have heard from the video and particpate in a class discussion.</p> <p>Technique:</p> <p>1. Providing the link of the video and asking students to watch & listen it carefully.</p> <p>2. Providing video links relate to grammar knowledge/ that relevant to the topics.</p> <p>3. Discussing the topics in online class</p>	<p>discussio credits</p> <p>Critical t commur (listening and spee creativity innovatio</p> <p>Structure</p> <p>1. Watch heard imm write impo that stude heard. Th them whe meeting</p> <p>2. Write a paragraph describes normal" h present te then read an online the zoom while othe listen to th story, the ask and a other</p> <p>Individual</p> <p>1. Make a video in E share on s about pec healthy ha body heal</p>
3	Able to read English texts (related to religious tolerance and SDGs) and comprehend the content of the text, able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme	<p>1. Interpreting texts in English that relate to global awareness ("In Christchurch, UN Chief call for tolerance, solidarity to extinguish 'wildfire' of hate speech" & SDGs)</p> <p>2. Finding main ideas of the</p>	<p>Criteria:</p> <p>1. Students are able to interpret and comprehend the article given correctly.</p> <p>2. Students are able to find out the main idea of the text given and answer the question based</p>	<p>Lecturing, Small Group Discussion: 50'x3</p> <p>(critical thinking, collaboration, and communication, reading and speaking skill)</p> <p>Structured task:</p> <p>1. Read and interpret the contents of the</p>

		<p>paragraph and identifying the structure of language</p> <p>3. Writing a short paragraph relate to the topics given that contains of expressing their opinions.</p> <p>4. Discussing the topics. Each student can express her / his opinion about the particular issues discussed.</p>	<p>on the text.</p> <p>3. Students are able to write a short paragraph that showing their opinions about the content of the articles given and then read them in class.</p> <p>Technique :</p> <p>1. Starting with vocabulary building, giving them stimulus questions then giving the text related to Religious Tolerance and SDGs</p> <p>2. Asking them to determine the main idea, and answer questions based on the text.</p> <p>3. Explaining the language structure and discussing the topic as well as practicing how to express opinions</p>	<p>English text on the topics given.</p> <p>2. Find out the main idea of the text given and answer the question based on the text.</p> <p>3. Write a short paragraph that showing students' opinion about the content of the text and then read them in class.</p> <p>4. Discuss and express opinions/ideas regarding the issue of Religious Tolerance and SDGs</p> <p>Individual task:</p> <p>1. Look for the meaning of unknown vocabularies in online dictionary and study those words in order to improve students' English vocabulary.</p> <p>2. Listen and study pronunciations in order to improve your English pronunciation.</p> <p>3. Learn and practice the language structure/ how to express opinion, how to use proper linking words from YouTube platforms. It aims to expand students' knowledge of expressing their opinion and linking words and also to improve students' writing skills.</p> <p>4. Write your thoughts on religious tolerance and SDGs in</p>	
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				appropriate English grammar.	
4	Able to listen to and comprehend the contents of a listening or conversation in English related to Global awareness (Generation Z: Making an Impact and globalization), able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme	<p>1. Interpreting & comprehending the content of the listening text related to global awareness from You Tube platform.</p> <p>2. Writing a brief report what students have heard from the video using the English vocabulary and grammar that they have learned</p> <p>3. Discussing the topics they have watched and any current situation about global awareness by applying the vocabulary and grammar that have been learned. (ex: expressing their opinions)</p>	<p>Criteria :</p> <p>1. Able to interpret and comprehend the contents of the hearing related to global awareness from English to Indonesian through the You Tube platform</p> <p>2. Students are able to write important points in a short paragraph based on the videos they have heard.</p> <p>3. Students are able to mention what students have heard from Video they have watched and able to express their opinion about global awareness</p> <p>Technique:</p> <p>1. Providing links the topics on the globalization and young Gen Z making an impact and asking students to watch & listen it carefully.</p> <p>2. Providing video links relate to grammar knowledge/ that relevant to the topics. Ex: how to express opinion</p> <p>3. Discussing the topics in group</p>		<p>Lecturing learning, cooperat 50'x3 cre</p> <p>Critical t commur collabor creativit (listening and spee creativity innovatio</p> <p>Structure</p> <p>1. Watch generation an impact globalizat important students' Then men when onli</p> <p>2. Write a paragraph video they watched t what are v what are t messages got after v video, and opinion to issues of given. It is work so s work colla and discu results wh meeting v platform</p> <p>Individual</p> <p>1. Make a video in E express th about Ge describe t as Gen Z. they can s social me</p>

5	<p>Able to read English texts (related to 21st century education) and comprehend the content of the text, able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme</p>	<ol style="list-style-type: none"> 1. Interpreting & comprehending the texts in English that relate to 21st century education. 2. Finding main ideas of the paragraph, writing the answers based on the questions given. 3. Writing a short paragraph about what skills should they have as students who live in 21st century era. 4. Discussing the topics. Each student can explain what skills should be mastered. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students are able to interpret and comprehend the article given correctly. 2. Students are able to find out the main idea of the text given, answer the question based on the text. 3. Students are able to write/ summarize important points in the text of 21st century education and explain their answers orally <p>Technique :</p> <ol style="list-style-type: none"> 1. Starting with vocabulary building, giving them stimulus questions then giving the text related to 21st Education. 2. Asking them to determine the main idea and answer questions based on the text. 3. Discussing the topics. 	<p>Lecturing, Small Group Discussion: 50'x3</p> <p>(critical thinking, and communication, reading and speaking skill)</p> <p>Structured task:</p> <ol style="list-style-type: none"> 1. Read and interpret the contents of the English text on the topic of 21st century education 2. Find out the main idea of the text given, answer the question based on the text. 3. Write a short paragraph related to the text given and write what skills should be mastered in 21st century education. 4. Discuss what they have read in class <p>Individual task:</p> <ol style="list-style-type: none"> 1. Look for new vocabularies or specific terms found in the text given, then carefully study those words so that your English vocabulary increases. 2. Listen to pronunciations related to the vocabulary of this text in order to improve your English pronunciation. 3. Learn linking words/conjunctions from YouTube platforms to expand your knowledge of linking words and to improve your writing
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				skills.	
6	Able to listen to and comprehend the contents of a listening or conversation in English (related to 21 st century education), able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme	<p>1. Interpreting and comprehending the content of the listening text related to 21st century skills from YouTube platform.</p> <p>2. Writing a brief report what students have heard from the video using the English vocabulary and grammar that they have learned</p> <p>3. Discussing the topics they have watched about 21st century education by applying the vocabulary and grammar that have been learned. (ex: using modal auxiliary verb).</p>	<p>Criteria :</p> <p>1. Able to interpret the contents of the hearing related to 21st century skills from English to Indonesian through the YouTube platform</p> <p>2. Students are able to write short paragraphs based on the videos what they have watched and heard in English</p> <p>3. Students are able to mention what skills should be mastered in 21st century era by using appropriate modals verb and able to give examples of each skills well.</p> <p>Technique:</p> <p>1. Providing video link about the 21st century education</p> <p>2. Providing video links related to grammar knowledge/ that relevant to the topics. Ex: kinds of modal auxiliary and how to use them in correct sentences.</p> <p>3. Discussing the topics.</p>		<p>Lecturing learning, discussion, credits</p> <p>Critical thinking, communication, collaboration (listening and speaking)</p> <p>Structure</p> <p>1. Watch 21st century skills and skills mastered important students' then mention when online</p> <p>2. Discuss group discussion examples skills and they do to skills.</p> <p>Individual</p> <p>1. Watch lecturing related modal auxiliary and them regularly</p> <p>2. Review pronunciation practice and presentation technique YouTube</p>
7	Able to participate actively in small group discussion	1. Listening instructions given	1. Students are	Discovery Learning: Cooperative Learning	

	<p>discussing the themes and topics that have been discussed (from the first meeting to the 6th meeting) using appropriate vocabulary and proper grammar.</p>	<p>carefully. 2. Answering the questions correctly 3. Providing suggestions, opinion, or comments that relate to topics are being discussed by applying vocabularies and grammar have been studied.</p>	<p>able to listen and comprehend the instruction 2. Students are able to answer the questions correctly 3. Students are able to apply the usage of grammar and opinion, suggestions, and comments that have been studied.</p> <p>Technique : 1. Providing the themes and topics will be discussed 2. Lecturer asks students to make group work and select topics will be discussed. 3. Lecturer as a moderator facilitate students to be active participants, make rules in participating in group discussion. provide them feedback after they give answers, comments, or their opinion.</p>	<p>(creativity and innovation, communication: listening and speaking skill)</p> <p>Structured Tasks:</p> <ol style="list-style-type: none"> 1. Each of group present the selected topics. 2. Each of student speak/ present/ answer questions related topic they presented in group. <p>Individual Task:</p> <ol style="list-style-type: none"> 1. Students must learn/ review all topics given in order to be ready presenting with his or her group in class.
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8	Evaluasi Tengah Semester / Ujian Tengan Semester				
9	<p>Able to read English texts (related to Civic Literacy) and comprehend the content of the text, able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme</p>	<p>1. Interpreting and comprehending texts in English that relate to Civic Literacy well.</p> <p>2. Finding main ideas of the paragraph and writing the answers based on the questions given.</p> <p>3. Writing a short paragraph about what is text tell about and discuss the topics by applying appropriate vocabulary and grammar</p>	<p>Criteria:</p> <p>1. Students are able to interpret and comprehend the article given correctly. (ex: are you happy with your government?)</p> <p>1. Students are able to find out the main idea of the text given, and answer the questions based on the text.</p> <p>2. Students are able to write important points on the article.</p> <p>3. Students are able to discuss the topics effectively using appropriate vocabulary and grammar in class</p> <p>Technique:</p> <p>1. Starting with vocabulary building, giving them stimulus questions then giving the text related to Civic Literacy.</p> <p>2. Asking them to determine the main ideas and</p>	<p>Discovery Learning, Lecturing Small group discussion. (critical thinking, collaboration, communication: reading and speaking skill)</p> <p>Structured Task:</p> <p>1. Read and interpret the contents of the English text relate to Civic Literacy</p> <p>2. Find out the main ideas of the text given, answer the question based on the text.</p> <p>3. Write a short paragraph related to the text given and describe what the text tells about.</p> <p>4. Discuss the topics given in classroom using appropriate vocabulary and grammar.</p> <p>Individual Task:</p> <p>1. Watch and learn lecturing online video related gerund and if clause and practice them regularly.</p>	

			answer questions based on the text. 3. Discussing the topics.		
10	Able to listen to the video and comprehend the contents of a listening or conversation in English (related to civic literacy), able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme	<p>1. Interpreting & comprehending the content of the listening text related to civic literacy from You Tube platform.</p> <p>2. Writing a brief report what students have heard from the video using the English vocabulary and grammar that they have learned.</p> <p>3. Discussing the topics they have watched about civic literacy (based on the topics given) by applying the vocabulary and grammar that have been learned. (using gerund and if clause).</p>	<p>1. Able to interpret & comprehend the contents of the video related to civic literacy from English to Indonesian through the You Tube platform</p> <p>2. Students are able to write a short paragraph based on the videos what they have watched and heard in English</p> <p>3. Students are able to mention what are the citizens' roles and able to mention who are the statesmen and their contribution to the world by applying the appropriate vocabulary and grammar that have been studied</p> <p>Technique: 1. Providing video link about the civic literacy 2. Providing link of grammar practice specifically kinds of gerund and if clause</p>		<p>Discover small group discussion (critical thinking, communication, listening skill)</p> <p>Structure: 1. Watch video related to civic literacy and statesmen and write important points that students have heard. 2. Discuss in small group discussion examples of roles and responsibilities that are the statesmen in their contribution to the world by applying appropriate vocabulary and grammar that have been learned. 3. work in pairs to play a role play about the podcast by the host and the guest</p> <p>Individual: 1. Study the video and relate to civic literacy and statesmen from around the world and what their contribution to the world 2. Study the video about gerund and if clause 3. Find out</p>

			3. Providing video link of giving interview or podcast form (it aims to provide students insights how to interview and how to be interviewed)		favourite s and make video exp reasons w like him o
11	Able to read English texts (related to Environmental literacy) and comprehend the content of the text, and able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme	<p>1. Interpreting and comprehending texts in English that relate to Environmental literacy.</p> <p>1. Finding main ideas of the paragraph and writing the answers based on the questions given.</p> <p>3. Writing a short paragraph about what is text tell about and discuss it in class by applying the language structure described in reading text.</p>	<p>Criteria: Students are</p> <ol style="list-style-type: none"> 1. Able to interpret and comprehend the article given correctly. (ex: Climate anxiety is widespread among youth- can they overcome it?). 2. Students are able to find out the main idea of the text given, and answer the questions based on the text. 3. Students are able to write a short paragraph explaining the main points in the text. 4. Students are able to discuss the theme effectively using the vocabulary and grammar appropriately <p>Technique:</p> <ol style="list-style-type: none"> 1. Providing the video link about the environment literacy. 2. Providing the 	<p>Discovery Learning (critical thinking - problem solving, communication, creative: writing skill)</p> <p>Structured Task :</p> <ol style="list-style-type: none"> 1. Read and interpret the contents of the English text relate to environment literacy 2. Find out the main idea of the text given, answer the question based on the text. 3. Write a short paragraph related to the text given and describe what the text tells about. 4. Discuss the topics in class and mention another environmental issues (ex: population development, food shortage) <p>Individual Task:</p> <ol style="list-style-type: none"> 1. Watch the videos related environment literacy and study the terms used and study why the damage is happened 2. Study the usage of cause and effect phrases and passive sentences form. 	

			<p>link the terms of environment literacy and grammar practice ex: cause and effect, passive voice</p> <p>3. Discussing the topics and practicing the use of cause and effect, passive voice</p>	<p>3. Create a poster describe a campaign of save our planet.</p>	
12	<p>Able to listen to the video and comprehend the contents of a listening or conversation in English (related to environment literacy), able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme</p>	<p>1. Interpreting and comprehending the content of the listening text related to environment literacy from You Tube platform.</p> <p>2. Writing a brief report what students have heard from the video using the English vocabulary and grammar that they have learned.</p> <p>3. Discussing the topics they have watched about environment literacy (based on the topics given) by applying the vocabulary and grammar that have been learned. (using cause and effect phrases, and passive voice).</p>	<p>Criteria:</p> <p>1. Able to interpret the contents of the hearing related to environment literacy from English to Indonesian through the You Tube platform</p> <p>2. Students are able to write a short paragraph based on the videos what they have watched and heard in appropriate English</p> <p>3. Students are able to mention another environment issues by applying appropriate vocabularies and grammar.</p> <p>Technique:</p> <p>1. Providing a video link about the environment literacy, ex: Climate anxiety is widespread among youth-can</p>	<p>Cooperative Learning, Collaborative Learning</p> <p>Class discussion (critical thinking and problem solving, communication, collaboration and innovation: listening and speaking skill)</p> <p>Structured Task:</p> <p>1. Watch a video relate to Environment Literacy, ex: climate change 2022: impacts, adaptation & Vulnerability. Then write important points that students' have heard from the history.</p> <p>2. Discuss in online class discussion the interesting points of the video. Such as what are another issue of environment problems by applying language structure given/ studied</p> <p>Individual task:</p> <p>1. Study the topics relate to environment literacy</p> <p>2. Study how to use language structure as</p>	

			<p>they overcome it?</p> <p>2. Providing terms of environment literacy and a video link of grammar</p> <p>3. Discussing the topics and practicing cause and effect and passive sentences.</p>	<p>cause and effect pattern and passive sentences form.</p>	
13	<p>Able to read English texts (related to financial, economic, business, and entrepreneurial Literacy) and comprehend the content of the text, and able to apply the language structure described in reading text, and able to communicate the results of reading in writing in accordance with the given theme</p>	<p>1. Interpreting and comprehending texts in English that relate to financial, Economic, Business, and Entrepreneurial Literacy.</p> <p>2. Finding main ideas of the paragraph, learning the language structure, and answering questions</p> <p>3. Writing a short paragraph about what is text tell about and discuss it in class</p> <p>4. Mentioning the entrepreneurs from Indonesia and around the world and discussing what are the contribution they have made to the world</p>	<p>Criteria :</p> <p>1. Students are able to interpret and comprehend the article given correctly. (ex: Entrepreneurs wanna be).</p> <p>2. Students are able to find out the main idea, important points of the text given, and answer the questions based on the text.</p> <p>3. Students are able to write a short paragraph related to financial, economic, business, and entrepreneurial Literacy.</p> <p>4. Students are able to discuss the theme effectively using the vocabulary and grammar that have been learnt.</p> <p>Technique:</p> <p>1. Starting with building vocabulary</p>	<p>Discovery Learning Class discussion (critical thinking and communication: reading and writing skill)</p> <p>Structured Task:</p> <p>1. Read and comprehend the contents of the English text relate to financial, Economic, Business, and Entrepreneurial Literacy</p> <p>2. Find out the main idea of the text given, answer the question based on the text.</p> <p>3. Write a short paragraph related to the text given and describe what the text tells about.</p> <p>4. Discuss the famous entrepreneurs from Indonesia and around the world. (ex: socio-preneur, edupreneur, technopreneur)</p> <p>5. Make a short video in role play form. One acts as a host of talk show or podcast, another student acts as</p>	

			<p>building, giving them stimulus questions then giving the text related to financial, economic, business, and entrepreneurial Literacy.</p> <p>2. Providing a video link of grammar practice ex: future tense and preferences</p> <p>3. Discussing the topics and lecturer acts as facilitator in class discussion</p>	<p>someone who is interviewed about her/his future business.</p> <p>Individual Task:</p> <p>1. Find out the story of famous entrepreneurs from around the world and what business they have.</p> <p>2. Study the usage of future tense and preferences through provided link.</p> <p>3. Write your dreams to be next successful entrepreneur</p>	
14	<p>Able to listen to the video and comprehend the contents of a listening or conversation in English (related to financial, economic, business, and entrepreneurial literacy), able to apply the language structure of the source of hearing or audio text/video, and able to communicate the results of the hearing in written and spoken form in accordance with the given theme</p>	<p>1. Interpreting & comprehending the content of the listening text related to financial, economic, business, and entrepreneurial literacy from YouTube platform.</p> <p>2. Writing a brief report what students have heard from the video using the English vocabulary and grammar that they have learned.</p> <p>3. Discussing the topics they have watched about financial, economic, business, and entrepreneurial literacy (based on the topics given) by applying the vocabulary and grammar that have been learned. (using Future</p>	<p>Criteria:</p> <p>1. Able to interpret the contents of the video related to financial, economic, business, and entrepreneurial literacy from English to Indonesian through the YouTube platform</p> <p>2. Students are able to write a short paragraph based on the videos what they have watched and heard in appropriate English</p> <p>3. Students are able to explain the history of entrepreneurs they have watched and mention what are the trending business for</p>		<p>Discover Class dis (critical commun reading skill)</p> <p>Structure</p> <p>2. Watch to Financi Economic and Entre Literacy, of famous entrepren write impo that stude heard from</p> <p>3. Discuss group disc interesting the video. interesting the entrep what step to be an e</p> <p>Individu</p> <p>1. Stud relate to F Economic</p>

		Tense and Preferences).	young people. Technique: 1. Providing a video link about the financial, economic, business, and entrepreneurial literacy, ex: wanna be an entrepreneur. 2. Providing terms of entrepreneur literacy and link of grammar practicing future tense and preferences. 3. Discussion the topics		and Entrepreneurial Literacy, of success of entrepreneurs around the world. 2. Studying future tense and preferences. 3. Creating a video content describing career as an entrepreneur and upload to media account.
15	Able to participate actively in small group discussion discussing the themes and topics that have been discussed (from the ninth meeting to the fourteenth meeting) by applying language structure that have been studied.	1. Listening instructions given carefully. 2. Answering the questions given correctly 3. Providing suggestions, opinion, or comments that relate to topics are being discussed by applying appropriate vocabularies and grammar have been studied. 4. Participating in a cooperative learning actively	Criteria: 1. Students are able to listen and comprehend the instruction well 2. Students are able to answer/comment the questions correctly 3. Students are able to apply the usage of grammar and opinion, suggestions, and comments that have been studied.		Cooperative Learning (critical and problem solving, communication, collaboration, innovation and speaking) Structure 1. Students in a group discuss each of group's demonstration selected topic. 2. Students listen carefully to group's presentation. 3. Each of students speak/ present answer question related to presented topic.

			<p>Technique :</p> <ol style="list-style-type: none"> 1. Providing the themes and topics will be discussed 2. Lecturer asks students to make a group work and select topics will be discussed for their group 3. Lecturer as a moderator facilitate students to be active participants, make rules in participating in group discussion. provide them feedback after they give answers, comments, of their opinion. 		<p>Individual</p> <ol style="list-style-type: none"> 1. Students review all in order to presenting her group 2. Students about the presented friends' to to master knowledge of the topic 3. Search evidence case. Citing for example mentioning numbers websites accounted
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16	Final Examination				

Catatan :

1. **Students Outcomes (CPL-PRODI)** is the ability possessed by each study program graduate, which is an internalization of attitudes, mastery of knowledge, and skills acquired through the learning process in accordance with the stages of the study program.
2. **Student Outcomes** describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		kepada Masyarakat			

Catatan :

1. Tabel ini hanya diperuntukkan bagi referensi yang berasal dari kegiatan penelitian / pengabdian kepada masyarakat yang dilaksanakan oleh dosen pengampu, baik dosen koordinator maupun dosen anggota, baik yang sudah maupun yang belum dipublikasikan dalam bentuk jurnal.
2. **Bentuk Integrasi** menjelaskan bagaimana hasil penelitian / pengabdian kepada masyarakat diintegrasikan dalam kegiatan perkuliahan, misalnya dalam bentuk studi kasus, diskusi kelompok, bedah jurnal, dsb.

Pengertian 1 sks dalam bentuk pembelajaran				No	Metode Pembelajaran Mahasiswa	Kode
a	Kuliah, Responsi, Tutorial			1	<i>Small Group Discussion</i>	SGD
	Tatap Muka	Penugasan Terstruktur	Bel			
	50 menit/minggu/semester	60 menit/minggu/semester	60			
b	Seminar atau bentuk pembelajaran lain yang sejenis			2	<i>Role-Play & Simulasi</i>	RPS
	Tatap muka		Belajar ma			
	100 menit/minggu/semester		70 menit/t			
c	Praktikum, praktik studio, praktik bengkel, praktik lapangan, pene kepada masyarakat, dan/atau bentuk pembelajaran lain yang seta			3	<i>Discovery Learning</i>	DL
	170 menit/minggu/semester					
				4	<i>Self-Directed Learning</i>	SDL
				5	<i>Cooperative Learning</i>	COL
				6	<i>Collaborative Learning</i>	CbL
				7	<i>Contextual Learning</i>	CtL
				8	<i>Project Based</i>	PjBL

	<i>Learning</i>	
9	<i>Problem Based Learning & Inquiry</i>	PBL
10	Blended Learning	BL
No	Level of Cognitive: Daya Nalar	Kode
1	<i>Remembering</i>	C1
2	<i>Understanding</i>	C2
3	<i>Applying</i>	C3
4	<i>Analyzing</i>	C4
5	<i>Evaluating</i>	C5
6	<i>Creating</i>	C6

No	<i>Bentuk Pembelajaran Blended Learning (On-Line/E-Learning)</i>	EL
1	<i>Video E-Learning</i>	EL-1
2	<i>Discussion at Forum</i>	EL-2
3	<i>Video Conference atau Webinar (Web Seminar)</i>	EL-3
4	<i>E-simulation using software</i>	EL-4
5	<i>Vlog Presentation</i>	EL-5
6	<i>Writing Paper on-line</i>	EL-6

Komponen Penilaian:

Proses penilaian pada mata kuliah ini dibedakan dalam 4 komponen, diantaranya adalah sebagai berikut :

a. Sikap dan Perilaku

Komponen ini memiliki poin sebesar **10%** dari total pertemuan tatap muka di kelas (16). Sikap dan Perilaku merupakan salah satu komponen penunjang dalam melakukan proses

penilaian, dimana keaktifan di kelas dalam bentuk kehadiran, keaktifan berdiskusi, dan etika perilaku menjadi unsur-unsur utamanya.

b. Tugas

Selama 1 semester, mahasiswa wajib diberikan tugas minimal sejumlah 2 tugas yang terdiri dari 1 tugas mandiri dan 1 tugas kelompok. Tugas ini diberikan sebanyak 1X sebelum UTS dan 1X setelah UTS atau sebelum UAS. Komponen keseluruhan tugas memiliki poin sebesar **30%**.

c. UTS (Ujian Tengah Semester)

UTS dilakukan pada pertemuan minggu ke 8. UTS merupakan assesmen atas kemampuan akhir mahasiswa sesuai dengan rancangan materi/topik pembelajaran dari pertemuan ke-1 hingga ke-7. Bentuk UTS dapat berupa ujian tertulis atau presentasi tugas mandiri atau tugas kelompok dan lain-lain yang juga menyesuaikan dengan metode pembelajaran. Bobot nilai UTS yang diberikan adalah sebesar **30%**.

d. UAS (Ujian Akhir Semester)

UAS dilakukan pada pertemuan minggu ke 16 dari keseluruhan total pertemuan. UAS merupakan assesmen atas kemampuan akhir mahasiswa sesuai dengan rancangan materi/topik pembelajaran dari pertemuan ke-9 hingga ke-15. Bentuk UAS dapat berupa ujian tertulis atau presentasi tugas mandiri atau tugas kelompok dan lain-lain yang juga menyesuaikan dengan metode pembelajaran. Bobot nilai UAS yang diberikan adalah sebesar **30%**.

Rubrik Penilaian

Jenjang/ Grade	Angka/Skor	Deskripsi/Indikator Kerja
A	80,00 – 100	Merupakan perolehan mahasiswa superior, yaitu mereka yang mengikuti perkuliahan dengan sangat baik, memahami materi dengan sangat baik bahkan tertantang untuk memahami lebih jauh, memiliki tingkat proaktif dan kreatifitas tinggi dalam mencari informasi terkait materi, mampu menyelesaikan masalah dengan akurasi sempurna bahkan mampu mengenali masalah nyata pada masyarakat / industri dan mampu mengusulkan konsep solusinya.
A-	77,00 – 79,99	Merupakan perolehan mahasiswa yang mengikuti perkuliahan dengan sangat baik, memahami materi dengan sangat baik, memiliki tingkat proaktif dan kreatifitas tinggi dalam mencari informasi terkait materi , mampu menyelesaikan masalah / tugas dengan akurasi sangat bagus .
B+	74,00 – 76,99	Merupakan perolehan mahasiswa yang mengikuti perkuliahan dengan baik, mampu memahami materi dan mampu menyelesaikan masalah / tugas dengan akurasi sangat bagus .
B	71,00 – 73,99	Merupakan perolehan mahasiswa yang mengikuti perkuliahan dengan baik, mampu memahami materi dan mampu menyelesaikan masalah / tugas dengan akurasi bagus .
B-	68,00 – 70,99	Merupakan perolehan mahasiswa yang mengikuti perkuliahan dengan baik, mampu memahami materi dan mampu menyelesaikan

		masalah / tugas dengan akurasi cukup .
C+	64,00 – 67,99	Merupakan perolehan mahasiswa yang mengikuti perkuliahan dengan baik, berusaha memahami materi namun baru mampu menyelesaikan sebagian masalah / tugas dengan akurasi cukup .
C	56,00 – 63,99	Merupakan perolehan mahasiswa yang mengikuti perkuliahan dengan cukup baik, berusaha memahami materi namun kurang persisten sehingga baru mampu menyelesaikan sebagian dari masalah / tugas dengan akurasi yang kurang .
D	46,00 – 55,99	Merupakan perolehan mahasiswa yang mengikuti perkuliahan dan mengerjakan tugas seadanya, tidak memiliki kemauan dan tanggung jawab untuk memahami materi .
E	≤ 45,99	Merupakan perolehan mahasiswa yang tidak melaksanakan tugas dan sama sekali tidak memahami materi .

Disetujui, Tgl : Ketua PROGRAM STUDI	Diperiksa, Tgl : Koord. Matakuliah/Bidang Keahlian	Dibuat, Tgl : Dosen ybs
Periksa : Unit Penjaminan Mutu		

Appendix 3

The syllabus for English students in FISIP, UNAS

Level: intermediate

Credit : 3 sks/ 90 minutes

Schedule: once in a week

Time allotment	Theme/ Sub topic/ Content	Learning outcomes	Language Focus	Class activities
1. 90'/ OS	Theme: Health Literacy Sub topic: 1. Building vocabulary, part of Speech, Simple Present, Past Tense, and WH- Questions 2. Reading Text "Coronavirus Desease" (COVID19) 3. Reading text "Advice for the Public: COVID 19 (implementation of present tense).	1. Vocabulary: Learners are able to: a. Identify and translate vocabulary in Indonesian text independently b. Make sentences or answer the questions by using appropriate diction. 2. Reading: Learners are able to: a. read and pronounce the texts correctly, and answer the questions with proper grammar. b. answer questions based on the text discussed and make sentences using part of speech, wh-questions and simple present (present and past) correctly	1. Building vocabulary relate to health literacy 2. Part of Speech 3. Simple present, past tense 4. Wh- Questions	1. Lecturer explains <i>kontrak perkuliahan</i> and <i>RPS</i> 2. Lecturer asks students simulation questions relate to topics are going to discuss (critical thinking and problem solving) 3. Lecturer gives students an article/ reading text relate to topics are going to discuss and then explains part of speech, wh-questions, present and past tense. 4. Lecturer asks them to make sentences by using part of speech, wh-questions, present and past tense correctly. (critical thinking, problem solving, communication) Students: 1. Pay attention to lecturer's lecture 2. Practice making questions by using part of speech, wh-questions, present and past tense correctly. (critical thinking, communication, creative)
2. 90'	Theme: Health Literacy Sub topics:	2. Listening: Learners are able to:	1. Building vocabulary relate to health literacy	1. Lecturers have students watch the video relate

/ol	<ol style="list-style-type: none"> 1. Watching video: episode herd immunity 2. Reading text “habbits new normal” 3. Reading text “it’s okay to not feel okay” 	<p>a. Interpret content related to herd immunity and mental health from English to Indonesian through the You Tube platform media.</p> <p>3. Writing: Learners able to:</p> <ol style="list-style-type: none"> a. write brief paragraphs in English describing the new "new normal" habit in the present tense. b. briefly describe their individual pandemic experiences in English using the past tense pattern. <p>4. Speaking:</p> <ol style="list-style-type: none"> a. briefly tell his experience during a pandemic using a tense pattern in English c. create one minute video telling his/ her experiences in English using the past tense pattern. 	<ol style="list-style-type: none"> 2. Part of Speech 3. Simple present, past tense 4. Wh- Questions 	<p>to a video is going to discuss.</p> <ol style="list-style-type: none"> 2. Teacher have students answer the questions based on what they have heard on the video. (critical thinking) 3. Teacher gives them articles then discusses them in class. 4. Teacher asks students to write short paragraphs describing the new "new normal" habit in the present tense. (critical thinking, communication, creativity) <p>Students:</p> <ol style="list-style-type: none"> 1. Watch the video (critical thinking) 2. Participate actively in class discussion (communication , collaboration) 3. Write short paragraphs describing the new "new normal" habit in the present tense. (critical thinking, creativity)
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<p>3.1 70' /O S</p>	<p>Theme : Global Awareness Sub topics: 1. Reading texts : Do you have any thoughts on that 2. Reading text: religious tolerance 3. Reading text: cultural diversity</p>	<p>1. Vocabulary: Learners are able to: a. Identify and translate vocabulary in Indonesian text independently b. Make sentences or answer the questions by using appropriate diction, and sentences showing opinion, agreement/ disagreement statement. 2. Reading: Learners are able to: a. read and pronounce the texts correctly, and answer the questions with proper grammar b. explain main ideas from the texts discussed. c. answer questions based on the text discussed and make sentences showing opinion, agreement/ disagreement, like or dislike.</p>	<p>1. giving an opinion (agree, disagree, like and dislike, preference) 2. suggestion (do and don't), 3. conjunction (word to word, sentence to sentences, and paragraph to paragraph).</p>	<p>2. Teacher asks students simulation questions relate to topics are going to discuss (critical thinking-problem solving) 3. Teacher gives students an article/ reading text relate to topics are going to discuss and then explains giving an opinion (agree, disagree, like and dislike, preference), suggestion (do and don't), conjunction (word to word, sentence to sentences, and paragraph to paragraph). students: 1. Watch the lecturers giving a lecture. (critical thinking) 2. Practice reading aloud, find main ideas, find the meaning of new vocabularies. (communication , critical thinking) 3. Participate in interactive discussions in class. (communication , collaboration)</p>
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4.1 70' OL	<p>Theme : Global Awareness</p> <p>Sub topics:</p> <p>4. Watching video relate to teenagers life style.</p>	<p>1. Listening: Learners are able to:</p> <p>a. Interpret content related to teenagers life style through the You Tube platform media.</p> <p>2. Speaking: Learners are able to:</p> <p>a. Express their opinion about teenagers lifestyle.</p>	<p>1. giving an opinion (agree, dis agree, like and dislike, preference)</p> <p>2. suggestion (do and don't),</p> <p>3. conjunction (word to word, sentence to sentences, and paragraph to paragraph).</p>	<p>4. Teacher have students watch the video relate to teenagers life style.</p> <p>5. Teacher have students answer the questions based on what they have watched on the video. Critical thinking, communication</p> <p>6. Teacher have students them express their opinion about teenagers lifestyle. (Critical thinking, communication)</p> <p>Students :</p> <p>1. Watch the video r relate to teenagers life style.</p> <p>2. Participate actively in class discussion. (Communication, collaboration)</p> <p>3. Practice role play as as reporter and guest for example Podcast program. (critical thinking, communication, collaboration)</p>
5/ OS	<p>Theme: Global Awareness and Health Literacy</p>	<p>1. Speaking: Learners are able to:</p> <p>a. Present the topics regarding health literacy and global awareness by using</p>	<p>1. Part of Speech</p> <p>2. Simple present, past tense</p> <p>3. Wh- Questions</p> <p>4. giving an opinion (agree, dis</p>	<p>1. teacher have students work in group then choose one of the topics to be presented in</p>

		proper vocabulary and grammar already discussed.	agree, like and dislike, preference) 5. suggestion (do and don't), 4. conjunction (word to word, sentence to sentences, and paragraph to paragraph).	class. (collaboration) 2. Teacher asks them to prepare firstly before they present in front of the class (critical thinking) 3. The teacher serves as a facilitator, provides comments on their presentation, and give a grade for students conduct presentation and for those who are active giving comment or questions Students: 1. Make a group presentation and choose the topics (collaboration. Communication) 2. Do presentation as nice as it gets critical thinking, communication, collaboration 3. Active giving comments or actively inquire of the group presenting (critical thinking, communication)
6/0 	Theme : Environmental literacy. Sub topics: 1. Reading article" world environment day" 2. Reading article" climate anxiety is widespread among youth - can they overcome it?	1. Vocabulary: Learners are able to: a. Vocabulary building, identify function of the words such as persuasive word, etc. 2. Reading: Learners are able to: a. Determine the main ideas and supporting ideas b. Comprehend the text, connect the topics discussed to	1. Cause and Effect 2. Persuasive sentences, 3. present perfect, passive voice.	1. Teacher asks students simulation questions relate to topics are going to discuss (critical thinking) 2. Teacher gives students an article/ reading text relate to topics are going to discuss,

		<p>the real life condition</p> <p>c. Comprehend the moral message from the article and answer the questions by using proper vocabulary and correct grammar.</p>		<p>furthermore discuss the topics interactively.</p> <p>(critical thinking, problem solving, communication, collaboration)</p> <p>3. Teacher explains how to determine main ideas and supporting ideas, cause and effect pattern, examples of persuasive sentences, present perfect and passive voice pattern.</p> <p>Students:</p> <ol style="list-style-type: none"> 1. Pay attention to lecturer's questions and explanation 2. Do the task independently. 3. Participate actively in discussion (critical thinking, problem solving, communication, collaboration)
7/0 s	<p>Theme : Environmental literacy.</p> <p>Sub topics:</p> <ol style="list-style-type: none"> 1. Watching a video" outrage and optimism. 2. Watching a video green marketing and natural disaster 	<p>1. Listening: Learners are able to:</p> <ol style="list-style-type: none"> 1. Interpret and comprehend the topics they have heard well. <p>2. Speaking: Learners are able to:</p> <ol style="list-style-type: none"> 1. Answer the question by using cause and effect, present perfect, and passive voice. 2. Make examples of sentences by using cause and effect, present perfect, and passive voice 	<ol style="list-style-type: none"> 1. Cause and Effect 2. Persuasive sentences, 3. present perfect, passive voice. 	<p>Lecturers:</p> <ol style="list-style-type: none"> 1. Ask students to watch video and ask whether they understood already or not 4. Ask students questions based on the topics on the video and do discussion interactively (critical thinking, problem solving, communication, collaboration)

		<p>3. Writing: Learners are able to: 1. create persuasive lines in the shape of campaign posters on the issue of environmental protection using good and proper English</p>		<p>2. Ask them to give examples by using cause and effect, present perfect, and passive voice. Learners: 1. Watch the video and participate in class discussion actively (critical thinking, problem solving, communication, collaboration) 2. Make sentences using cause and effect, present perfect, and passive voice (critical thinking, communication) 3. Work in group creating a poster campaign to protect the environment (critical thinking, problem solving, communication, collaboration)</p>
8/OS	Middle test			
9/OS	<p>Theme: Civic Literacy Sub topics: 1. Human rights 2. International organization</p>	<p>1. Vocabulary: Learners are able to: 1. Interpret vocabularies from the text, match the specific terminology with their definition 2. Reading: Learners are able to: 1. Read aloud and correct pronunciation 2. comprehend the text and comprehend the messages from the text as well 3. Write the human</p>	<p>1. gerund, 2. to infinitive,</p>	<p>Lecturers: 1. Give students reading article regarding the topics will be discussed (critical thinking) 2. Ask them to practising aloud reading, then ask them to participate actively in small group discussion (critical</p>

		<p>rights in their country and internationally</p> <p>4. Write names of national and international organizations that govern human rights and duties, as well as those that enable social and cultural activities.</p>		<p>thinking, communication, collaboration)</p> <p>3. Have students write the human rights in their country and internationally (critical thinking and problem solving)</p> <p>4. Write about national and international organizations that govern human rights and duties, as well as those that enable social and cultural activities. (critical thinking, problem solving)</p> <p>Learners:</p> <p>1. Practice reading a loud, active in small group discussion (communication, collaboration)</p> <p>2. Explain the names of international and national organization nationally and internationally (critical thinking, communication)</p>
10/ol	<p>Theme: Civic Literacy</p> <p>Sub topics:</p> <p>1. Watching video about statesmen profile and noble laureate</p>	<p>1. Listening:</p> <p>Learners are able to:</p> <p>a. Interpret and comprehend the topics they have heard well.</p> <p>2. Speaking:</p> <p>Learners are able to:</p> <p>a. Explain the statesmen they already know and their contribution to the world</p> <p>b. Explain those who</p>	<p>1. gerund,</p> <p>2. to infinitive,</p> <p>3. Conditional sentences</p>	<p>Lecturers:</p> <p>1. Have students watch the video and discuss it in class (critical thinking, problem solving, communication)</p> <p>2. Ask them mention statesmen they know and what contribution they have done for the</p>

		<p>have received noble and their achievements by using gerund, to infinitive, and conditional sentences.</p> <p>C. Make sentences by using conditional sentences</p>		<p>world. (critical thinking, problem solving, communication, creativity)</p> <p>3. Ask them mention those who have receive noble and what their achievements (critical thinking, problem solving, communication creativity)</p> <p>Learners:</p> <ol style="list-style-type: none"> 1. Watch the video carefully 2. Participate in class discussion (critical thinking, problem solving, communication) 3. mention the statesmen they already know and their contribution to the world (critical thinking, problem solving, communication, creativity) 4. Mention those who have received noble and their achievements by using gerund, to infinitive, and conditional sentences (critical thinking, problem solving, communication and creativity) 5. Practice making sentences by using conditional sentences. They pretend as statesmen and noble laureate. (critical thinking, problem solving, communication,
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				creativity)
11/ OS	<p>Tema besar Financial , Economic, BUiness, and Entrepreneurial Literacy.</p> <p>Subpokok Bahasan:</p> <p>1. Building vocabulary (relate to business, entrepreneur, professions)</p> <p>2. Entrepreneurs wanna be (Public Relation) https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/public-relations</p> <p>3. Reading a text : Here's how to implement a skills-first approach to workforce development https://www.weforum.org/agenda/2021/10/heres-how-skills-first-approach-workforce-development/</p> <p>4. Reading text : What a sustainable business? Hire in talent https://www.weforum.org/agenda/2020/01/want-a-sustainable-business-hire-in-</p>	<p>1. Vocabulary: Learners are able to: a. Interpret vocabularies from the text, match the specific terminology with those definition</p> <p>3. Reading: Learners are able to: a. comprehend the text and comprehend the messages from the text as well b. answer the questions based on the text given in correct grammar</p> <p>4. Writing: Learners are able to a. Write short paragraph regarding famous entrepreneur and their business</p>	<p>Grammar :</p> <p>1. Modals, 2. Future tense, 3. preferences.</p>	<p>Lecturers: 1. Give students reading articles and give them simulation questions (critical thinking)</p> <p>2. explain about Modals, Future tense, preferences in class</p> <p>3. Ask them to write the famous entrepreneurs and their business (critical thinking, problem solving, communication)</p> <p>Learners: 1. Pay attention to lecturer's explanation 2. Participate actively in class discussion (critical thinking, problem solving, communication) 3. Practice writing a short paragraph regarding famous entrepreneur and their business (critical thinking, problem solving, communication, creativity)</p>

	<u>talent</u>			
12/ ol	<p>Tema besar Financial , Economic, BUbusiness, and Entrepreneurial Literacy.</p> <p>Subpokok Bahasan: 1. Watching video relate to Entrepreneurs wanna be</p> <p>2. Reading a text : Here's how to implement a skills-first approach to workforce development https://www.weforum.org/agenda/2021/10/heres-how-skills-first-approach-workforce-development/</p> <p>3. Reading text : What a sustainable business? Hire in talent https://www.weforum.org/agenda/2020/01/want-a-sustainable-business-hire-in-talent</p>	<p>1. Listening: Learners are able to: a. Interpret and comprehend the topics they have heard well.</p> <p>2. Speaking: Learners are able to: a. Explain the entrepreneurs they watch from video and mention the others entrepreneurs and what kind a business they have b. write their dream/ expectation relate to having their own business by using modals, future tense, preferences.</p> <p>c. Make sentences by using modals, future tense, preferences.</p>	<p>Grammar :</p> <ol style="list-style-type: none"> 1. Modals, 2. Future tense, 3. preferences. 	<p>Lecturers:</p> <ol style="list-style-type: none"> 1. Ask students to watch a video carefully and have them participate actively in class discussions (critical thinking, problem solving, communication) 2. Have students write their dream to have their own business by using modals, future and preferences pattern and tell them in front of class (critical thinking, problem solving, communication, creativity) 3. Ask them to tell what they have written in front of the class (communication)
13/ OS	<p>Tema:</p> <ol style="list-style-type: none"> 1. Health literacy 2. Global awareness 3. Civic literacy 4. Environmental 	<p>1. Listening: Learners are able to: a. Interpret and comprehend the topics they have heard well.</p> <p>b. Comprehend the instruction from</p>	<p>Grammar :</p> <ol style="list-style-type: none"> 1. Modals, 2. Future tense, 3. preferences. 	<p>Lecturers:</p> <ol style="list-style-type: none"> 1. Ask the students to choose one of the issues have been discussed and the students are asked to reread the issues. (critical

	<p>literacy</p> <p>5. Financial , Economic, Business, and Entrepreneurial Literacy.</p>	<p>lecturers or friends well</p> <p>2. Reading : Learners are able to:</p> <p>a. Comprehend all text given from the first topics and so on</p> <p>3. Writing Learners are able to:</p> <p>a. Write an essay regarding the topics have been discussed (choose one of the topics). the essay should contains of vocabularies and grammar that already discussed as well.</p> <p>4. Speaking: Learners are able to:</p> <p>a. Read their essay and post them in social media/ YouTube platform</p> <p>b. Ask their friends to give comments on their video.</p>	<p>thinking, problem solving, communication)</p> <p>2. Have students to make an essay regarding the topics have been discussed (choose one of the topics). the essay should contains of vocabularies and grammar that already discussed as well. (critical thinking, problem solving, communication, creativity)</p> <p>3. Ask them to Read their essay and post them in social media/ YouTube platform (critical thinking, problem solving, communication, creativity, and innovative)</p> <p>4. Ask their friends to give comments on their video. (critical thinking, problem solving, communication, collaboration)</p> <p>Learners:</p> <p>1. Reread the topics have been discussed well</p> <p>2. Write an essay based on the topic that you choose.</p> <p>3. Read their essay and post them in social media/</p>
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				<p>YouTube platform</p> <p>4. Ask their friends to give comments on their video.</p> <p>(critical thinking, problem solving, communication, collaboration)</p>
14/OS	<p>Group Presentations: Each group provides a summary of the themes discussed. The points made must be relevant to the major topic of the twenty-first century. As for examples:</p> <ol style="list-style-type: none"> 1. The issue of health literacy was examined in relation to the problems/conditions encountered/post-pandemic on educational, social, economic, and cultural levels.. 2. The subject of Global Awareness: covers religious and cultural variety, as well as how to preserve tolerance in social situations. <p>Other issues, such as adolescent</p>	<p>1. Listening: Learners are able to:</p> <ol style="list-style-type: none"> a. Interpret and comprehend the topics they have heard well. b. Comprehend the instruction from lecturers or friends well <p>2. Reading : Learners are able to:</p> <ol style="list-style-type: none"> a. Comprehend all text given from the first topics given and so on b. Find and study the sources by themselves relate to the topics discussed in order to enrich their vocabularies and knowledge in English <p>3. Writing Learners are able to:</p> <ol style="list-style-type: none"> a. Write comment toward their friends video on social media by using proper English <p>4. Speaking Learners are able to:</p> <ol style="list-style-type: none"> a. Expressing in English opinions/ideas on linked subjects from the I-XIV meetings b. overcome/provide responses in English by utilizing and expanding English vocabulary and grammar have studied in sessions I - XIV 	<ol style="list-style-type: none"> 1. Building vocabulary relate to health literacy, global awareness, civic literacy, environmental literacy, financial, Economic, Business, and Entrepreneurial Literacy 2. Part of Speech & Wh- Questions 3. Simple present, past tense, future tenses, present perfect, passive voice 4. giving an opinion (agree, disagree, like and dislike, preference) suggestion (do and don't), conjunction (word to word, sentence to sentences, and paragraph to paragraph). 4. gerund, to infinitive, Conditional sentences 5. Cause and Effect, persuasive sentences, 6. Modals, future 	<p>Lecturers:</p> <ol style="list-style-type: none"> 1. Require that students re-learn related topics and grammar that they have previously studied on their own. 2. Make group to present one of the topics discussed in appropriate and correct English. 3. Give them feedback directly, observe the students' activities, and give them score <p>Learners :</p> <ol style="list-style-type: none"> 1. Re-learn all topics have been discussed by themselves (critical thinking, problem solving) 2. Make a group and choose one of the topics the team mastered (critical thinking, problem solving, communication, collaboration) 3. Present the topics in front of class in good

	<p>lifestyle are viewed from educational, social, and economic perspectives.</p> <p>4. The subject of civic literacy Discussing citizens' duties and rights, situations and conditions in their country and throughout the world, and how to respond to these conditions as students.</p> <p>4. The topic of environmental literacy, examining themes such as green marketing, natural disasters, the role of students in environmental protection from the standpoint of government policies, social communication, and so on.</p> <p>5. The theme of Financial, Economic, Business, and Entrepreneurial Literacy is the theme. Discussing young entrepreneurs from diverse</p>		<p>tense, preferences.</p>	<p>English pronunciation and correct grammar (critical thinking, problem solving, communication, collaboration)</p> <p>4. Answer their friends' questions, give questions for the presenting group by using appropriate English and correct grammar (critical thinking, problem solving, communication, collaboration)</p>
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	<p>spheres, such as socio-preneurs, political-preneurs, edupreneurs, and techno-preneurs.</p> <p>The emergence of E-money, E-commerce, and unhealthy financial issues.</p>			
15/OS	<p>Group Presentations: Each group provides a summary of the themes discussed. The points made must be relevant to the major topic of the twenty-first century. As for examples:</p> <ol style="list-style-type: none"> 1. The issue of health literacy was examined in relation to the problems/conditions encountered/post-pandemic on educational, social, economic, and cultural levels.. 2. The subject of Global Awareness: covers religious and cultural variety, as well as how to preserve tolerance in social situations. Other issues, such as adolescent lifestyle are viewed from 	<p>1. Listening: Learners are able to:</p> <ol style="list-style-type: none"> a. Interpret and comprehend the topics they have heard well. b. Comprehend the instruction from lecturers or friends well <p>2. Reading : Learners are able to:</p> <ol style="list-style-type: none"> a. Comprehend all text given from the first topics given and so on b. Find and study the sources by themselves relate to the topics discussed in order to enrich their vocabularies and knowledge in English <p>3. Writing Learners are able to:</p> <ol style="list-style-type: none"> a. Write comment toward their friends video on social media by using proper English <p>4. Speaking Learners are able to:</p> <ol style="list-style-type: none"> a. Expressing in English opinions/ideas on linked subjects from the I-XIV meetings b. overcome/provide responses in English by utilizing and expanding English vocabulary and grammar have 	<p>1. Building vocabulary relate to health literacy, global awareness, civic literacy, environmental literacy, financial, Economic, Business, and Entrepreneurial Literacy</p> <p>2. Part of Speech & Wh- Questions</p> <p>3. Simple present, past tense, future tenses, present perfect, passive voice</p> <p>4. giving an opinion (agree, disagree, like and dislike, preference) suggestion (do and don't), conjunction (word to word, sentence to sentences, and paragraph to paragraph).</p> <p>5. gerund, to infinitive, Conditional sentences</p> <p>6. Cause and Effect, persuasive sentences,</p> <p>7. Modals, future</p>	<p>Lecturers:</p> <ol style="list-style-type: none"> 1. Require students re-learn related topics and grammar that they have previously studied on their own. 2. Make group to present one of the topics discussed in appropriate and correct English. 3. Give them feedback directly, observe the students' activities, and give them score <p>Learners :</p> <ol style="list-style-type: none"> 1. Re-learn all topics have been discussed by themselves 2. Make a group and choose one of the topics the team mastered 3. Present the topics in front of class in good English pronunciation and correct grammar 4. Answer their friends' questions, give

	<p>educational, social, and economic perspectives.</p> <p>3. The subject of civic literacy Discussing citizens' duties and rights, situations and conditions in their country and throughout the world, and how to respond to these conditions as students.</p> <p>4. The topic of environmental literacy, examining themes such as green marketing, natural disasters, the role of students in environmental protection from the standpoint of government policies, social communication, and so on.</p> <p>5. The theme of Financial, Economic, Business, and Entrepreneurial Literacy is the theme. Discussing young entrepreneurs from diverse spheres, such as socio-preneurs, political-preneurs, edupreneurs, and techno-preneurs. The emergence of</p>	<p>studied in sessions I - XIV</p>	<p>tense, preferences.</p>	<p>questions for the presenting group by using appropriate English and correct grammar (critical thinking, problem solving, communication, collaboration, creativity and innovation)</p>
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	E-money, E-commerce, and unhealthy financial issues.			
16/ OS	Final Test			

Appendix 4

CURRICULUM VITAE



A. Personal Details

Name	Siti Tuti Alawiyah S.S., M.Hum
Place & Date of Birth	Jakarta, November 27 th , 1981
Nationality	Indonesian
Religion	Islam
Home Address	Jl. Telaga I Rt 13/ Rw 09 Pekayon – Ps. Rebo Jakarta Timur
Husband	Mochamad Cahyadi
Daughters	The Late Elbina Mam'la Sa'adah Ramadhani Nadya Putri Cahya Ramadhani 13 years Old Syakira Trully Attaqi, 9 years old

B. Educational Background

Master Degree	(2015) Atma Jaya Catholic University of Indonesia
Bachelor Degree	(2004) University of Nasional, Jakarta
Senior High School	(2000) SMAN 98 Jakarta
Junior High School	(1997) SMPN 91 Jakarta
Non Fomal Education	(2005) AKTA IV, STKIP Purnama Jakarta

C. Scientific paper publications

1. A Proposed English Syllabus for Marketing Staff at PT Dharma Medipro	Journal : Pujangga, Jurnal Bahasa dan Sastra volume 1 Juni 2015, Universitas Nasional
2. Designing An English	Journal : Journal Of English Language and Culture Volume 7 N0. 1, januari 2017, Universitas Bunda

- Syllabus for Teachers Of
biMBA AIUEO
- Mulia
3. A Proposed English Syllabus
for Teacher of Al-Hikmah
Elementary Islamic School.
- Konferensi Linguistik Tahunan Atma Jaya 18
<https://kolita.digitalnative.id/assets/uploads/K18/377-380%20Siti%20Tuti%20Alawiyah.pdf>
4. Students Perception Toward
Blended Learning in TOEFL
- Jurnal ADHUM: Jurnal Penelitian dan
Pengembangan Administrasi dan Humaniora Vol.9
No. 2 (2019)
DOI : <https://doi.org/10.37150/jad.v9i2.709>
5. Apology Strategies in
Situational Comedi: Ifid
Analysis
- SCOPE : Journal of English Language Teaching,
Volume 06, Issue 01, September 2021
DOI:<http://dx.doi.org/10.30998/scooe.v6i9708>
6. Proposed 21st Century
Learning Themes in English
Classrooms
- Journal of Language Teaching and Research. Vol.
13 No. 3 (2022)
<https://jltr.academypublication.com/index.php/jltr/issue/view/222>
7. Sosialisasi dan Edukasi
Prepared Environment, Area
Pembelajaran Montessori, dan
Aktifitasnya Kepada Orang Tua
SISWA PAUD
- Prosiding Seminar Nasional Hasil Penelitian dan
Pengabdian Kepada Masyarakat SENAPENMAS,
Universitas Tarumanegara, 2020

D. Training & Paper Presentation

1. Exchange Students 2005
1. University Malaya, Malaysia
2. Pelatihan Pembuatan
Proposal Penelitian (2012)
2. Universitas Nasional
3. The Tenth International
Conference on English Studies
(2013)
3. Universitas Atmajaya
4. *Pertemuan Ilmiah Tahunan
Pengajar BIPA 2* (2016)
4. Universitas Indonesia
5. A Proposed English
Syllabus for Teacher of Al-
Hikmah Elementary Islamic
School (2020)
5. Presenter at KOLITA (Konferensi Linguistik
Tahunan), Univeritas Atmajaya

6. Sosialisasi dan Edukasi Prepared Environment, Area Pembelajaran Montessori, dan Aktifitasnya Kepada Orang Tua SISWA PAUD

6. Presenter at Seminar Nasional Hasil Penelitian dan Pengabdian Kepada Masyarakat SENAPENMAS, Universitas Tarumanegara, 2020

7. Kewirausahaan Industri Jenjang IV, 2020

7. Sertifikat Kompetensi, BNSP, Jakarta

Working Experiences

July 2005 – November 2007	English Teacher at Yasporbi II Junior High School, Jakarta
August 2006 - 2014	Instructor for Darmasiswa Students at Nasional University
July 2006 – December 2014	Head of English Program at Foreign Language Academy Nasional, Universitas Nasional
January 2007 – 31 December 2008	Internship staff at Bureau of planning and cooperating of foreign affairs, Kemdikbud Jakarta
July 2006 – December 2014	Lecturer and The Head Study Program at Foreign Language Academy Universitas Nasional, Jakarta
January 2008 – 2015	Instructor for BIPA Students at Universitas Nasional
September 2010 - Mei 2011	English Teacher at Yasporbi Senior High School, Jakarta Lecturer at Indraprasta University, Jakarta
August 2010 – March 2014	Lecturer at Faculty of Languages and Literature , Universitas Nasional
March 2016 - Present	The Head of English Literature Program, Universitas Nasional
January 2016 - Present	Direktur PT. Medik Elektro Tekhnik
January 2017 - Present	Ketua Yayasan Insan Cerdas Berkarakter

Siti Tuti Alawiyah, S.S, M.Hum