

**Guidelines for Monitoring Independent Projects: Students of the Christian Religious Education
Study Program at Ambon State Christian Institute for the Academic Year 2023/2024, Even
Semester.**

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DESCRIPTION

The guide for independent student project progress monitoring is constructed based on the following literature (Mortini et al., 2023; LANGUAGE CENTER, 2020; Oktifa, 2022; Oktifa, 2022b) and adapted into the table below. The independent project of the Christian Religion Education study program students in classes [A & B/INSTITUT AGAMA KRISTEN NEGERI AMBON] for the English language course is carried out based on the flowchart of the lesson plan for the even semester of the academic year [2023/2024].

English courses in even semesters are divided into two distinct phases. The initial phase, spanning weeks 1 to 4, emphasizes theoretical knowledge through interactive discussions covering daily routines, activities, self-introductions, and comprehensive English tenses. In the subsequent phase, from weeks 5 to 16, the focus transitions to practical application. Students individually complete projects on daily routines, activities, and self-introductions, while projects related to English tenses are undertaken in student-formed groups.

During the oversight of independent projects, the instructor utilizes two tools for monitoring: a table linked to the chart below and a detailed checklist designed to track individual's progress more closely, viewable on the following page. The monitoring of progress is conducted according to the educational plan's flow. Once students have delineated their projects, each subject is presented online through Facebook at the culmination of the semester. For an overview of the English language course's educational flow, please consult the final page after the references.

TABLE 1. GENERAL MONITORING OF PROJECT PROGRESS

Meeting	Student Independent Project Topics	Task Description	Student Progress [DESCRIPTIVE DESCRIPTION]	Monitoring Reference
5	Daily Routine & Daily Activities	→ Develop a comprehensive, self-contained project plan. → Compile a list of daily tasks and activities.		(Mortini et al., 2023)

		→ Establish a detailed implementation timeline.		
6-9	Self-Introduction	→ Develop an outline for self-introduction. → Compile a list of key points to communicate. → Prepare a presentation or written material about oneself.		(LANGUAGE CENTER, 2020)
10-14	Full Tenses	→ Select a subject for the collective project. → Allocate responsibilities among team members, and establish a timetable for discussions and the preparation of materials.		(Oktifa, 2022)
15-16	Full Tenses (Lanjutan)	→ Complete the group presentation materials. → Prepare for the group presentation. → Compile the project report.		(Oktifa, 2022b)

CATATAN. TABEL PEMANTAUAN DISUSUN SECARA MANDIRI.

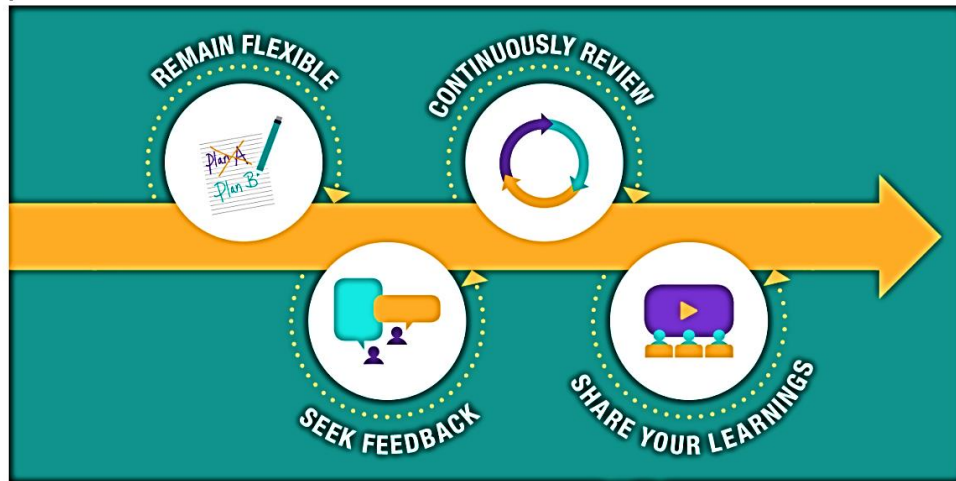
Monitoring student progress individually is crucial, particularly when they submit all their projects via Facebook, for effective supervision. The checklist template provided below will aid lecturers in monitoring and evaluating students' progress during practical class sessions from meeting 5 to 16.

TABEL 2. MONITORING INDIVIDUAL READINESS OF INDEPENDENT PROJECT

1. Project Planning and Timeline
→ <input type="checkbox"/> Have students outlined their project objectives and timelines?
→ <input type="checkbox"/> Is the timeline realistic and achievable?

→ <input type="checkbox"/> Are there specific milestones set for each phase of the project?
2. Facebook Engagement
→ <input type="checkbox"/> Have students created a dedicated Facebook group for project communication?
→ <input type="checkbox"/> Are students actively participating and sharing updates on their progress within the group?
→ <input type="checkbox"/> Have students utilized Facebook Live or other live streaming features for project presentations?
3. Content Development
→ <input type="checkbox"/> Have students prepared the necessary content for their presentations?
→ <input type="checkbox"/> Is the content aligned with the project objectives and requirements?
→ <input type="checkbox"/> Have students incorporated feedback received from peers or instructors?
4. Presentation Quality
→ <input type="checkbox"/> Have students rehearsed their presentations before going live on Facebook?
→ <input type="checkbox"/> Is the presentation clear, organized, and engaging?
→ <input type="checkbox"/> Have students addressed any technical issues related to the Facebook presentation platform?
5. Feedback and Evaluation
→ <input type="checkbox"/> Have students collected feedback from peers and instructors after their presentations?
→ <input type="checkbox"/> Are students implementing suggested improvements based on the feedback received?
→ <input type="checkbox"/> Have students reflected on their own performance and identified areas for growth?

Utilizing this checklist, the lecturer will systematically monitor the students' progress, ensuring their effective use of Facebook for project presentations, while providing the necessary support and guidance (Hewlett, 2021; *Introduction to Monitoring and Evaluation: The Basics - EvalCommunity EvalCommunity*, 2024; Thapa, 2020; Indepth Research Institute, 2023; Bullen, 2014; World Bank, 2012; *Introduction to Monitoring and Evaluation | M&E Guidelines*, 2022).



ENGLISH LANGUAGE

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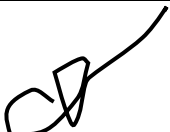
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INSTITUT AGAMA KRISTEN NEGERI AMBON
FAKULTAS PENDIDIKAN KEAGAMAAN KRISTEN
PROGRAM STUDI PENDIDIKAN AGAMA KRISTEN

**DOCUMENT
CODE**
372012017

Syllabus

COURSE		COURSE CODE	CLUSTER OF COURSES	COURSE CREDIT		SEMESTER	DATE OF COMPLETION
English Language		372012017	COMPULSORY COURSE	2	[6/PARALEL]	2	25 February 2024
AUTHORIZATION		SYLLABUS DESIGN AUTHORITY		THE COORDINATOR OF SYLLABUS AUTHORITY'S		HEAD OF PROGRAM	
		 Thobias Sarbunan, M.Pd		Secretary of Program		Dr. Corlina Makulua, M.Pd.K	
		GRADUATE LEARNING OUTCOMES					
		GLO	01. Educational Achievements of Graduates in Christian Religious Education Study Program: → Problem Solving: Graduates are adept at using their specialized knowledge to solve problems. They apply the information and abilities gained from the program to study and address issues related to Christianity. → Scientific and Technological Knowledge: Graduates possess knowledge of technical advancements and can integrate them within the framework of Christianity. They utilize computer and communication technologies for Christian religious education, instruction, and research. → Adaptability: Graduates demonstrate flexibility and innovation, adjusting to various conditions encountered, particularly within the realm of Christianity. They can adapt to new situations effectively. → Informed Judgments: Graduates evaluate information and data related to Christianity, using their analytical skills to make informed decisions.				

		<p>→ Accountability: Graduates exhibit a professional demeanor and take responsibility for their individual efforts. They can be entrusted with delivering organizational outcomes, whether working independently or collaboratively.</p> <p>02. In specific:</p> <p>Graduates' Learning Outcomes in Christian Religious Education Study Program:</p> <p>→ Theoretical Proficiency: Graduates exhibit a profound comprehension of theoretical issues in Christianity. They can articulate fundamental Christian concepts, dogma, and theology effectively.</p> <p>→ Specialized Knowledge: Graduates have specialized knowledge in various aspects of Christianity, including Christian ethics, church history, liberation theology, and religion within social contexts. They can evaluate intricate matters within this sector.</p> <p>→ Systematic Problem-Solving: Graduates develop systematic approaches to problem-solving, specifically within the framework of Christianity. They apply suitable strategies or processes to achieve intended outcomes based on specific circumstances.</p> <p>→ Decision-Making: Graduates provide direction in selecting alternative solutions, both individually and collaboratively, particularly within the context of Christianity. They assess and evaluate available alternatives.</p>
	COURSE LEARNING OUTCOMES	
	CLO	<p> Learning Objectives in English Courses (CEFR Context):</p> <p>A. Daily Routine: Graduates will be able to:</p> <p>→ Use appropriate terminology to describe routine tasks with precision and clarity.</p> <p>→ Comprehend and use proper language to form sentences that logically articulate everyday actions.</p> <p>→ Examine daily routines, recognize potential alterations, and provide explanations or justifications for these modifications.</p> <p>These objectives emphasize practical language skills related to daily life, fostering critical thinking within the context of everyday activities.</p>

	<p>B. Describe Yourself: consider the following skills:</p> <ul style="list-style-type: none"> → Language Proficiency: Use diverse terminology and well-organized phrases to efficiently describe yourself. → Storytelling: Recognize significant details about your life and structure them into a compelling narrative or presentation. → Self-Reflection: Assess the influence and significance of personal experiences on your self-growth and future goals. <p>C. 16 Tenses Mastery:</p> <ul style="list-style-type: none"> → Identification and Usage: Graduates can accurately and effectively identify and use the 16 tenses in sentences. → Contextual Analysis: They analyze the context to select the appropriate tense for specific communication scenarios. → Critical Evaluation: Graduates assess tense usage in written text or spoken communication, providing reasoned explanations or recommendations for improvement based on their comprehensive understanding of tenses. <p>Graduates of English Language Courses in the Christian Religious Education Study Program:</p> <ul style="list-style-type: none"> → Analyzing and Challenging Material: Graduates can analyze and critically engage with content related to the covered themes. They identify strengths and weaknesses in English language usage within these specific contexts. → Application to Life and Christianity: Graduates relate the subjects they've learned to both everyday life and the Christian context. They understand how English proficiency impacts self-awareness, communication, and personal growth. → Effective Communication: Graduates utilize their English language skills to address issues and obstacles within the Christian religious sphere. <p>In summary, integrating critical thinking into English classes equips graduates to effectively use English within the realm of Christianity and navigate complex challenges.</p>
COURSE DESCRIPTION IN BRIEF	<p>The Christian Religious Education Study Program's English course covers daily routine, Tell Me About Yourself, everyday activities, and 16 tenses to improve graduates' professional English communication abilities. This course teaches students to use appropriate language and accurate syntax to describe everyday routines, present themselves, describe daily activities, and use the 16 tenses correctly. Additionally, this course teaches</p>

	students to think critically about recognizing, interpreting, and relating this knowledge to the Christian theological framework. Thus, English language course graduates should be able to communicate well, adapt to conditions, and utilize language knowledge and abilities. English for problem-solving and professional growth in Christian Religious Education.
LITERATURE	The references are listed on the final page of the student assignment plan document.
REFERENCES	PRIMARY
	The references are listed on the final page of the student assignment plan document.
	SECOND
	The references are listed on the final page of the student assignment plan document.
LECTURE IN CHARGE	THOBIAS SARBUNAN, M.Pd
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EVALUATION	In Christian religious education study programs, students take an independent project for every topic instead of taking tests at the midpoint and end of the semester. The project is evaluated using a holistic rubric that takes into account students' cognitive, affective, and psychometric knowledge. Students' tardiness to class is not a major concern; what is anticipated is that they engage in meaningful learning both in and out of class, whether it be alone, in pairs, or in groups.

Weeks	The Expectancy of Final Competence	Literature	Model And Learning Method	Learning duration	Students Engagement [Assignment & Expirience]	Assessment		Course Credit (%)
						Criterion & Model	Indicator	
1-4 [theoricital class]	Attainments of Students in Learning Following a Discussion of Related Topics: Consistency in one's daily routine:	The references are listed on the final page of the student assignment	INNOVATIVE LEARNING [INQUIRY, COOPERATIVE, COLLABORATIVE, PROJECT BASED]	The formal timetable is based on the college academic calendar but is	PROJECT BASED	HOLISITIC	on the final page of the student assignment plan document.	-

	<p>✚ Students possess the capacity to elaborate on their daily regimen, specifying the tasks they engage in during various periods of the day.</p> <p>✚ Students are able to articulate their daily regimens by employing suitable terminology and accurate grammar.</p> <p>✚ Students are capable of composing coherent sentences and paragraphs that elucidate their daily regimens.</p> <p>Students are permitted to provide fundamental personal details, including but not limited to their name, age, place of residence, educational background, areas of interest, and</p>	plan document.		adjusted to the conditions. [HYBRID]				
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	<p>professional experience.</p> <p>+ Students are capable of employing suitable language and presenting themselves with assurance.</p> <p>+ Students are capable of providing concise and organized descriptions of their specific qualities and attributes.</p> <p>Daily Activities:</p> <p>+ Students demonstrate the ability to articulate a range of daily activities by employing suitable terminology and accurate grammar.</p> <p>+ Students are capable of articulating their daily activities in coherent</p>							
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	<p>paragraphs and sentences.</p> <ul style="list-style-type: none"> Students have the ability to distinguish between routine and non-routine daily activities. <p>Complete 16 Tenses:</p> <ul style="list-style-type: none"> Students possess the ability to recognize and employ sixteen complete tenses within the appropriate sentence context. Students are able to differentiate between the functions and applications of each tense. Students are capable of constructing sentences employing diverse tenses in accordance with the provided time and context. 							
5-16 [practical section]	This undergraduate independent project, known as HOTS,	The references are listed on	PROJECT BASED	The formal timetable is based on	PROJECT BASED	HOLISITIC	on the final page of the student	on the final page of the student

	<p>encompasses several key aspects related to language learning and communication. Let's break down what can be anticipated from this project:</p> <p>i. Analysis:</p> <ul style="list-style-type: none"> Students will examine various subjects, including "daily activity," "introduce myself," "daily routine," and sixteen English tenses. They will discern the interconnections among these subjects and incorporate them cohesively into the independent project. <p>ii. Assessment:</p> <ul style="list-style-type: none"> Students will assess the 	the final page of the student assignment plan document.		the college academic calendar but is adjusted to the conditions. [HYBRID]			assignment plan document.	assignment plan document.
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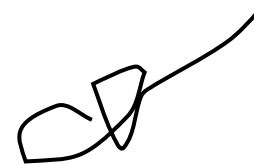
	<p>practicality of employing sixteen tenses in daily life situations.</p> <p>✚ They will evaluate their proficiency in effectively communicating details about their daily activities and selves in a lucid and cohesive manner.</p> <p>iii. Synthesis:</p> <p>✚ Students will construct a presentation that integrates details about themselves, their routine undertakings, and the proper utilization of tenses.</p> <p>✚ They will integrate content from</p>							
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	<p>multiple sources and present it logically via live transmission.</p> <p>+ Creativity is encouraged, and students may use images, videos, or other multimedia content to enhance their delivery.</p> <p>iv. Communication Skills:</p> <p>+ Students will communicate proficiently in American English, using suitable vocabulary and correct grammar.</p> <p>+ During live streaming sessions, they will engage the audience by posing and responding to</p>							
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	<p>pertinent inquiries.</p> <p>v. Problem-Solving and Flexibility:</p> <ul style="list-style-type: none">✚ While preparing presentations or conducting live streams, students will resolve obstacles or complications that may arise.✚ They will exhibit flexibility and adaptability in rapidly changing circumstances. <p>vi. Reflective Thinking:</p> <ul style="list-style-type: none">✚ Throughout this independent endeavor, students will identify their strengths and areas for development by reflecting on their learning process.							
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