

## Module Descriptions

Module designation	Dasar-dasar Pendidikan <i>Fundamentals of Education</i>
Course Code	1000002005
Semester/Term	1st Semester
Person responsible for the module	Dr. Raharjo, M.Si. Dr. Sifak Indana, M.Pd. Dr. Ulfi Faizah, S.Pd., M.Si. Dr. Muji Sri Prastiwi, S.Pd., M.Pd. Sari Fitriyaningsih, S.Pd., M.Pd., M.Sc.
Language	Bahasa Indonesia (Indonesian language)
Relation to curriculum	Compulsory
Teaching methods	Case-based method
Workload	2 x 50 minutes lectures per week 2 x 50 minutes structured activity per week 2 x 60 minutes individual activity per week
Credit Point	2 CU(3.18 ECTS)
Required and recommended prerequisites for joining the module	-
Module Objectives/intended learning outcomes	<p>After taking this course, students will be:</p> <ol style="list-style-type: none"> <li>1. Students are able to demonstrate ethical, responsible, inclusive, and collaborative attitudes in understanding and examining basic educational concepts and their application in the context of Biology learning.</li> <li>2. Students are able to reflect on learning, demonstrate lifelong learning abilities, and develop insight into the role of science/biology in shaping comprehensive learning outcomes (attitudes, knowledge, and skills).</li> <li>3. Students are able to explain basic educational concepts, including the definition, purpose, and function of education; national educational objectives; new learning paradigms; the nature of the curriculum; media and learning resources; taxonomy of educational objectives; and the role of education in life and in the context of Biology education.</li> <li>4. Students are able to critically analyze various educational concepts—including national educational objectives, learning paradigms, curriculum, the role of professional teachers, and their relevance to Biology learning, including Physical Education and Health as part of the national educational context.</li> <li>5. Students are able to apply curriculum and learning concepts to design the initial components of learning tools (e.g., analysis of learning objectives, media, learning resources,</li> </ol>

	and the basic structure of the syllabus/lesson plan) in Biology learning.																																						
Content	This course discusses the basic concepts of education, including the definition, objectives, functions, learning paradigms, curriculum, media and learning resources, and the characteristics of professional teachers. Students are encouraged to understand the role of education in life and analyze its relevance to biology learning. This course serves as a foundation for developing learning design skills and basic tools such as syllabi and lesson plans, as well as shaping the character of prospective educators who are ethical, critical, and adaptive.																																						
Study and examination requirements and forms of examination	<p>The final grade (NA) is calculated based on the following ratio:</p> <table border="1"> <thead> <tr> <th>Assessment Components</th> <th>Percentage of contribution</th> </tr> </thead> <tbody> <tr> <td>Individual project</td> <td>20%</td> </tr> <tr> <td>Participative activity</td> <td>50%</td> </tr> <tr> <td>Test</td> <td>30%</td> </tr> </tbody> </table> <p>Grade Conversion of 0-100 scale into 0-4 scale is set as below:</p> <table border="1"> <thead> <tr> <th>Letter</th> <th>Number</th> <th>Grade interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.00</td> <td><math>85 \leq A \leq 100</math></td> </tr> <tr> <td>A-</td> <td>3.75</td> <td><math>80 \leq A- &lt; 85</math></td> </tr> <tr> <td>B+</td> <td>3.50</td> <td><math>75 \leq B+ &lt; 80</math></td> </tr> <tr> <td>B</td> <td>3.00</td> <td><math>70 \leq B &lt; 75</math></td> </tr> <tr> <td>B-</td> <td>2.75</td> <td><math>65 \leq B- &lt; 70</math></td> </tr> <tr> <td>C+</td> <td>2.50</td> <td><math>60 \leq C+ &lt; 65</math></td> </tr> <tr> <td>C</td> <td>2.00</td> <td><math>55 \leq C &lt; 60</math></td> </tr> <tr> <td>D</td> <td>1.00</td> <td><math>40 \leq D &lt; 55</math></td> </tr> <tr> <td>E</td> <td>0.00</td> <td><math>0 \leq E &lt; 40</math></td> </tr> </tbody> </table>	Assessment Components	Percentage of contribution	Individual project	20%	Participative activity	50%	Test	30%	Letter	Number	Grade interval	A	4.00	$85 \leq A \leq 100$	A-	3.75	$80 \leq A- < 85$	B+	3.50	$75 \leq B+ < 80$	B	3.00	$70 \leq B < 75$	B-	2.75	$65 \leq B- < 70$	C+	2.50	$60 \leq C+ < 65$	C	2.00	$55 \leq C < 60$	D	1.00	$40 \leq D < 55$	E	0.00	$0 \leq E < 40$
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Reading List	<ol style="list-style-type: none"> <li>1. M. V. Roesminingsih dan Lamijan Hadi Susarno. 2019. Teori Dan Praktek Pendidikan. Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Surabaya bekerja sama dengan Penerbit CV.Bintang Surabaya.</li> <li>2. Peraturan Pemerintah (PP) Nomor 4 Tahun 2023.PP Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan4.Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 12 Tahun 2024</li> <li>3. Peraturan Menteri Pendidikan Dasar dan Menengah No. 13 Tahun 2025</li> </ol>																																						

	<ol style="list-style-type: none"><li>4. Undang-Undang Nomor 11 Tahun 2022 tentang Keolahragaan Peraturan Menteri Pemuda dan Olahraga No. 11 Tahun 2024</li><li>5. Suyanto. (2024). Dasar-Dasar Pendidikan. Jakarta: Bumi Aksara.</li><li>6. Bahri, Samsul. (2024). Dasar-Dasar Pendidikan. Indramayu: CV. Adanu Abimata</li></ol>
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