

Module Descriptions

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| Module designation | <i>Pengenalan Lapangan Persekolahan</i> (Professional Teaching Program) |
| Course Code | 8420104182 |
| Semester/Term | 7th semester |
| Person responsible for the module | Team |
| Language | Bahasa Indonesia |
| Relation to curriculum | Compulsory course |
| Teaching methods | Lecture |
| Workload | Contact hours: 4 x50 minutes lectures, 4 x50 minutes laboratory works Private study: 4 x60 minutes structured activity, 4 x60 minutes individual activity Total 180 hours per semester ~ 6.36 ECTS** |
| Credit Point | 4 CUs |
| Required and recommended prerequisites for joining the module | - |
| Module Objectives/intended learning outcomes | <p>General Competencies (Knowledge): Students can explain concepts, coverage, and examples of activities of observation, analysis and evaluation of activities related to school culture, school management, formal activities, curricular, co-curricular, and extracurricular activities.</p> <p>Specific Competence:</p> <ol style="list-style-type: none"> 1. Manifesting an honest and independent character related to duties. 2. Have knowledge of the concept, scope, and example of the activities of observation, analysis and evaluation of activities related to school culture, school management, formal activities, curricular, co-curricular, and extracurricular activities. 3. Have the ability to utilize information and multimedia technology in practicing developing clinical supervision, school-based management, planning, implementing and evaluating learning by paying attention to the diversity of students based on the guidance of the Pamong Teacher and Supervisor. 4. Have an understanding of the concepts in decision making to develop approaches / methods, designs (syllabus), |

| | <p>procedures (techniques in the classroom), materials and learning media based on observations in school.</p> <p>5. Responsible for communicating the results of observations in developing planning, implementing and evaluating learning through teaching training.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------|----------------------------|--|-----|---|-----|---|-----|--------|--------|----------------|---|------|--------------|----|------|--------------|----|------|--------------|---|------|-------------|----|------|--------------|----|------|--------------|---|------|-------------|---|------|-------------|---|------|------------|
| Content | <p>This course provides an understanding of the activities of observation, analysis, and direct appreciation of activities related to school culture, school management, planning, implementation, and evaluation of learning by taking into account the diversity of students, formal, curricular, co-curricular, and extracurricular activities, as well as school dynamics as an educational and learning development institution.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Examination forms | Individual Performance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Requirements for successfully passing the module | <p>Study examination</p> <p>The final grade (<i>NA</i>) 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>Assessment from the supervising teacher (individual)</td> <td>40%</td> </tr> <tr> <td>Teaching Assistance Implementation Report (group per study program) by Supervising Lecturer</td> <td>20%</td> </tr> <tr> <td>Individual Performance Assessment by Supervising Lecturer</td> <td>40%</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>85 ≤ A ≤ 100</td> </tr> <tr> <td>A-</td> <td>3,75</td> <td>80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3,50</td> <td>75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3,00</td> <td>70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2,75</td> <td>65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2,50</td> <td>60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2,00</td> <td>55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1,00</td> <td>40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0,00</td> <td>0 ≤ E < 40</td> </tr> </tbody> </table> | Assessment Components | Percentage of contribution | Assessment from the supervising teacher (individual) | 40% | Teaching Assistance Implementation Report (group per study program) by Supervising Lecturer | 20% | Individual Performance Assessment by Supervising Lecturer | 40% | Letter | Number | Grade Interval | A | 4,00 | 85 ≤ A ≤ 100 | A- | 3,75 | 80 ≤ A- < 85 | B+ | 3,50 | 75 ≤ B+ < 80 | B | 3,00 | 70 ≤ B < 75 | B- | 2,75 | 65 ≤ B- < 70 | C+ | 2,50 | 60 ≤ C+ < 65 | C | 2,00 | 55 ≤ C < 60 | D | 1,00 | 40 ≤ D < 55 | E | 0,00 | 0 ≤ E < 40 |
| Assessment Components | Percentage of contribution | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment from the supervising teacher (individual) | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching Assistance Implementation Report (group per study program) by Supervising Lecturer | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Individual Performance Assessment by Supervising Lecturer | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Letter | Number | Grade Interval | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 4,00 | 85 ≤ A ≤ 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A- | 3,75 | 80 ≤ A- < 85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B+ | 3,50 | 75 ≤ B+ < 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 3,00 | 70 ≤ B < 75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B- | 2,75 | 65 ≤ B- < 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C+ | 2,50 | 60 ≤ C+ < 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 2,00 | 55 ≤ C < 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 1,00 | 40 ≤ D < 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E | 0,00 | 0 ≤ E < 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading List | <p>1. Arend, R.I., 2012. <i>Learning to Teach</i>. New York: Mc Grow-Hill International Edition.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <ol style="list-style-type: none">2. Hyland, Ken., & Wong, Lilian L. C. 2016. <i>Innovation and Cange in English Language Education</i>. London: Ruthledge.3. Muliawan, Jasa Ungguh. 2017. <i>45 Model Pembelajaran Spektakuler</i>. Jogjakarta: AR-Ruzz Media.4. Mulyasa, E., 2004. <i>Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi</i>. Bandung: Remaja Rosdakarya.5. Sani, Ridwan Abdullah. 2016. <i>Inovasi Pembelajaran</i>. Jakarta: Bumi Aksara.6. Taniredja, Tukiran dkk. 2015. <i>Model-Model Pembelajaran Inovatif dan Efektif</i>. Bandung: Alfabeta.7. Wena, Made. 2016. <i>Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional</i>. Jakarta: Bumi Aksara. |
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