



MINISTRY OF EDUCATION AND CULTURE
UNIVERSITAS NEGERI SURABAYA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
DEPARTMENT OF PHYSICS

Ketintang Campus, Jalan Ketintang, C3 Building, Surabaya 60231
 Website: <https://pendidikan-fisika.fmipa.unesa.ac.id/>, email: s1-pfis@unesa.ac.id

Undergraduate Programme of Physics Education

Module Handbook

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|---|---|
| Module Name : | <i>Pembelajaran Inovatif II</i> Advanced Innovative Learning |
| Module level : | Bachelor degree/Undergraduate Programme |
| Course Code : | 8420302258 |
| Abbreviation, if applicable: | - |
| Courses included in the module, if applicable: | Not Applicable |
| Semester/Term | |
| Module coordinator(s) | Dr. Eko Hariyono, M.Pd, |
| Lecturer(s): | Dr. Eko Hariyono, M.Pd. Mita Anggaryani, S.Pd., M.Pd. Nurita Apridiana Lestari, S.Pd., M.Pd. |
| Language: | <i>Bahasa Indonesia</i> |
| Classification within the curriculum: | Compulsory / Elective |
| Teaching format/class hours per week during the semester: | 2 contact hours of lectures (Indonesia credit semester or sks*) |
| Workload : | 2 x 50 minutes lectures, 2 x 60 minutes structured activity, 2 x 60 minutes individual activity, 14 weeks per semester, 90 total hours per semester ~ 3.18 ECTS** |
| Credit Point: | 2 sks (3.18 ECTS) |
| Requirements: | |
| Learning goals/competencies: | <ol style="list-style-type: none"> 1. Explain the characteristics of the STAD type cooperative learning model (Student Team Achievement Division) 2. Explain the characteristics of the Jigaw . cooperative learning model 3. Explaining the characteristics of the TPS (Think Pair Share) type of cooperative learning model 4. Explaining the characteristics of the problem-based learning model / PBL (Problem Based Learning) 5. Explain the characteristics of the project-based learning model / PjBL (Project Based Learning) 6. Explaining the characteristics of the guided inquiry learning model (Guided Inquiry) |
| Content | The study of learning models that include cooperative learning (cooperative learning), scientific approach-oriented learning such as: problem based learning (problem based learning), project based learning (project based learning), and guided inquiry learning (guided inquiry). The study was carried out through the presentation of concepts, presentation of operational examples of each learning model in the form of learning tools, |



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| | workshops on developing learning tools by students oriented to each model and learning strategy. The assessment activity ended with an exercise in implementing a certain learning model by each student in a peer teaching forum followed by discussion and reflection activities. | | | | | | | | | | |
|----------------------------------|--|----------------------------|----------------------------|---------------|-----|------------|-----|-------------------|-----|---------------------|-----|
| Attribute Soft skill: | Scientific report, public speaking, and team work | | | | | | | | | | |
| Study/exam achievements: | Students are considered to complete the course and pass if they obtain at least 40% of maximum final grade. The final grade (NA) is calculated based on the following ratio: | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Assessment Components</th> <th style="text-align: left;">Percentage of contribution</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Assignment</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Mid-semester test</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Final semester test</td> <td style="text-align: right;">30%</td> </tr> </tbody> </table> | Assessment Components | Percentage of contribution | Participation | 20% | Assignment | 30% | Mid-semester test | 20% | Final semester test | 30% |
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| | Participation | 20% | | | | | | | | | |
| | Assignment | 30% | | | | | | | | | |
| Mid-semester test | 20% | | | | | | | | | | |
| Final semester test | 30% | | | | | | | | | | |
| Learning Methods : | Student-centered approach, lecture and discussion, and presentations (structured activities) | | | | | | | | | | |
| Form of Media: | <i>Power Point</i> slides, e-book file, and multimedia. | | | | | | | | | | |
| Literature (primary references): | <ol style="list-style-type: none"> 1. Arends, Richar I. (2004). Learning To Teach sixth Edition. New York: McGraw-Hill Book Company. 2. Ibrahim, Muslim. Rachmadiarti, Fida, Ismono. (2005). Cooperative Learning. Surabaya: Center for School Science and Mathematics. 3. Nur, Mohamad. (2000). Cooperative Learning. Surabaya: School of Science and Mathematics Center 4. Ibrahim, Muslim. (2012). Problem Based Learning Edition II. Surabaya: University Press 5. Kuhltau, Carol C., Maniotes, Leslie K., & Caspari, Ann K. (2007). Guided Inquiry. London: Libraries Unlimited 6. Arends, Richard I. (2004). Guide to Field Experiences ad Portfolio Development: to accompany; learning to teach. New York: McGraw-Hill Book Company. | | | | | | | | | | |
| Notes: | *1 sks in learning process = three periods consist of: (a) scheduled instruction in a classroom or laboratory (50 minutes); (b) structured activity (60 minutes); and (c) individual activity (60 minutes) according to the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 44 Year 2015 jo. the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 50 Year 2018. | | | | | | | | | | |
| | **1 sks = 1,59 ECTS according to Rector Decree Of Universitas Negeri Surabaya No. 598/Un38/Hk/Ak/2019 | | | | | | | | | | |