

UNIVERSITAS SEBELAS MARET FACULTY OF TEACHER TRAINING AND EDUCATION

SCIENCE EDUCATION STUDY PROGRAM

JI Ir. Sutami No 36A Kentingan Surakarta 57126 Telephone (0271) 669124, Facsimile (0271) 648939 Website: http://ipa.fkip.uns.ac.id, Email: ipa@fkip.uns.ac.id

Module Handbook

Module Name	Etnosains	(Ethnoscie	ence)					
Module Level	Undergraduate Program							
Code, if applicable	02233152010							
Date created	July 25 th , 2020							
Date updated	January 30	January 30 th , 2023						
Sub-title, if applicable								
Courses, if applicable	-	-						
Semester(s) in which the	6 th							
module is taught								
Module coordinator(s)	Dr. Riezky	y Maya Pro	obosari S.Si., N	1.Si.				
Lecturer(s)	Febriani S	arwendah	Asri Nugrahen	i M.Pd.				
	Icha Kurn	ia Wati S.I	Pd., M.Pd					
Language	Bahasa In	donesia (Ir	ndonesian Lang	guage)				
Course Classification	Compulse	ry Course	/ Elective Stud	ies				
Teaching format/class	Direct in	struction/	face to face/	blended learn	ing: 2 x 50			
hours per week during	minutes /	Week: lect	ure, discussion					
semester	Structure	d Activity	2 x 60 minut	es / Week (Thr	ough the case			
	method w	ith analys	is of journal a	rticles, students	s learn recent			
	development in selected topics, students can also explore the							
	problems	in chemist	ry learning by	interviewing tl	he teachers in			
	Senior Hig	gh School)	ı					
	Self-study	Activity	: 2 x 60 minu	ites / Week (S	tudents learn			
	various so	urces rega	rding the topic	s discussed dur	ing the class)			
Workload								
	Type	CSU	Face to	Structured	Self-study			
			Face	Activity				
		2	26.7h (0.88	32h (1.06	32h (1.06			
	N. 4 11	1	ECTS)	ECTS)	ECTS)			
	Note: 1 hour equals with 0.033 ECTS							
C 1', D ; ,	The workload hours including the examination and preparation							
Credit Points	2 CSU (3 ECTS)							
Requirements	-							
Learning	PLO 3							
goals/competencies	Demonstrate pedagogical knowledge of designing, implementing, evaluating learning							
	ımplemen	tıng, evalu	ating learning					

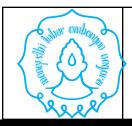


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	PLO 10						
	Are able to communicate both oral and written effectively in						
	scientific community						
	PLO 13						
	Demonstrate human, cultural values and attitudes in						
	professional-related task						
	CLO 1						
	Students are able to demonstrate the ability of analyzing						
	indigenous knowledge, value, culture and its relationship to the						
	modern science and science learning						
	CLO 2						
	Students are able to conduct a group research in context of						
	local wisdom						
	CLO 3						
	Students are able to exhibit the creativity, confidence, and						
	responsibility during project presentation						
Content	Students are expected to understand:						
	1. Local wisdom,						
	2. Local potential						
	3. Knowledge,						
	4. Ethnobotany,						
	5. Ethno-Pedagogy,6. Indigenous Knowledge,						
	7. Indigenous Value,						
	8. Culture,						
	9. Ethno-chemistry						
	In this course students conduct mini research in finding						
	indigenous knowledge through investigation in students'						
	hometown						
Attribute Soft skill	Students can solve problems in the field of study studied						



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Study/exam	
achievements	

Student is required to attend the face-to-face lecture minimum 75% to be able to take Mid and Final exam. It is considered to complete the course and pass if student obtain at least 60% of maximum final score. The final score (FS) is calculated based on the following ratio:

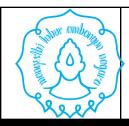
Aspect	(%)
Participant Activity (Case Method)	25
Project (Team Based Project)	67
Task	5
Quiz	0
Mid-Term Test	3
Final Exam	0
Final Score	100

Forms of Media

SPADA/Zoom/, Journal's articles

Reference:

- 1. Agung, D.A.G., Nasih, A.M., Sumarmi., Idris., & Kurniawan, B. (2024). Local wisdom as a model of interfaith communication in creating religious harmony in Indonesia. *Social Sciences & Humanities Open, 9,* 1-11
- 2. Agriculture Division of PPLH Seloliman, Practical Guide to Determining When to Plant According to Pranoto Mongso,, https://www.pplhselo.or.id/wp-content/uploads/2018/02/LIFLET-PRANOTO-MONGSO-PERTANIAN-2018.p df,2018
- 3. Gratani, M, Indigenous environmental values as human values, Cogent Social Sciences, 2, 1, 2016.
- 4. Sudarmin, Character education, ethnoscience and local wisdom, FMIPA Semarang State University, 2014
- 5. Lanzano, C, What kind of knowledge is 'indigenous knowledge'? Critical insights from a case study in Burkina, Faso, Transcience, 4, 2, 2013
- 6. Maweu, J, M., Indigenous Ecological Knowledge and Modern Western Ecological Knowledge: Complementary, not Contradictory. Thought and Practice, , Journal of the Philosophical Association of Kenya (PAK),, African Journals Online, 3, 2, 2011,
- 7. Shaw, R. Yukiko, T. Noralene, U. Anshu, S.



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	Indigenous knowledge disaster risk reduction: Policy note, , , , 2009, UNISDR Asia Pacific, https://www.researchgate.net/publication/260639798_In_digenous_knowledge_disaster_risk_reduction_Policy_n_ote 8. Dudgeon, R, C. & Fikret, B, , Nature Across Culture, Springer, , , 2003, https://link.springer.com/book/10.1007/978-94-017-014-9-5#toc
Notes	Scheduled instruction in a classroom (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. 03/2020.

PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
CL			٦											
01														
CL										٦				
O 2														
CL														
03													- V	

Assessment

Presentation Assessment Rubric

No	Component	Score	Criteria		
		1	Resume and presentation do not match		
1	Conformity of the contents of the resume with the things presented	2	Resume and presentation are not the same but mostly contain the main points		
		3	Resume and presentation contain the same material		
2			Only 1 group member working on resume and powerpoint		
2	Group cooperation	2	75% of group members work on resumes and		



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			groups
		3	All group members work on making resumes and powerpoints
		1	Not respecting other people's opinion at all
3	Discussion behavior	2	Listening to opinions but not with good behavior
		3 Respect other people's opinion	
		1	Don't take part in the discussion at all
4	4 Active in discussion	2	Active in discussion if appointed by the lecturer
			Active in discussion
5	5 Mastery of concepts/problem solving		Not mastering the concept at all, the answer is always incorrect, and or the problem solving is not clear
			Mastering some concepts, answers are sometimes incorrect or some problem-solving concepts are not appropriate
		3	Very mastery of concepts, answers are often correct, and the results of problem solving are logical and precise

Presentation Assessment Rubric

Name:

NIM

No	Assessment Aspect	Assessment criteria	Maximum Score	Assessment
1	Presentation	Preparation	10	
		Material order	15	
		Use of other tools/media	10	



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2	Presentation Script	Conformity with the proposal/paper	10	
		Slide composition	10	
3	Exposure	Use of standard language	15	
		Clarity of presentation content	15	
		Submission of materials	10	
4	Attitude	Appearance	5	
	ТОТА	100		