



COURSE SYLLABUS OF PHYSICS EDUCATION STUDY PROGRAMME
FACULTY OF EDUCATIONAL SCIENCES
UIN SYARIF HIDAYATULLAH JAKARTA

Document Code
MH-PFIS

COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN MINUTES)	SEMESTER	COMPILATION DATE
LEARNING MEDIA (ANALOG)	FTK6019110	Compulsory	2 SKS 3 ECTS	<ul style="list-style-type: none"> ● Lecture : 100.0 ● Laboratory course: ● Project work: ● Independent task: 120.0 ● Structured task: 120.0 ● Internship: Total : 340	1	September 4, 2023
Language details	Indonesian					
Teaching methods	Simulation, Project Based Learning					
Type of Examination	<ul style="list-style-type: none"> ● Participation (Attendance / Quiz): 10% ● Observation (Practice / Assignment): 30% ● Performance (Presentation): 30% ● Oral Test (Group Assignment): 30% ● Midterm Exam: ● Final Exam: 					
Module Coordinator	Iwan Permana Suwarna, S.Pd, M.Pd					
Lecturer	Iwan Permana Suwarna, S.Pd, M.Pd					
Course Requirements	No prerequisites					
Learning Outcomes	PROGRAMME LEARNING OUTCOME (PLO)					
	PLO1 Graduates have expertise in physics and physics learning with an approach that is appropriate to Indonesia's social, cultural and environmental context.					
	PLO2 Graduates have the ability to manage, develop and utilize technology in physics learning					
	PLO3 Graduates have the ability to solve physics education problems using scientific methods					
	Intended Learning Outcome (ILO)					
	CPL01 Mastering Professionalism skills in Physics Education: Mastering basic educational concepts, learning theories, and physics and mathematics concepts to design, implement, and evaluate innovative physics learning by utilizing information technology and the environment; able to plan, implement and evaluate innovative physics learning, utilize ICT and the surrounding environment to develop students' critical thinking skills and scientific attitudes, apply mathematical models in explaining physical phenomena, demonstrate independent and quality performance, be responsible for achieving group work results, carry out supervision and evaluation, as well as communicating effectively both written and verbally in educational and research contexts, as well as demonstrating good leadership and administrative skills; and demonstrate faith and devotion to God Almighty and uphold religious, moral and ethical values in every action.					
	Course Learning Outcome (CLO)					
CLO01.34.11 Mastering the principles and concepts of ppt and poster design basics: design elements, typography, color, effective techniques in presenting information in ppt and posters, explaining the purpose and audience of physics and research posters, data and information visualization techniques on physics posters , workshops and question and answer sessions for fine tuning posters, basics of making videos, equipment needed, platform choices, story techniques and presenting information in videos, workshops and question and answer sessions for fine tuning videos, video editing techniques, integrating interactive elements in learning videos, evaluation and constructive criticism of videos developed, workshops and question and answer sessions for fine tuning videos, preparation for product presentations and exhibitions, product presentations and exhibitions with logical, critical and independent thinking and upholding religious and moral values and ethics						
Sub-CLO						
SUB-CLO01.34.11.02.01 Students are able to analyze effective design elements in making PPTs and posters.						
SUB-CLO01.34.11.02.02 Students are able to evaluate the quality and effectiveness of physics posters from various sources.						
SUB-CLO01.34.11.02.03 Students are able to design strategies to present research information visually and attractively through posters.						
SUB-CLO01.34.11.02.04 Students are able to analyze audience needs and adjust video content according to these needs.						
SUB-CLO01.34.11.02.05 Students are able to evaluate the effectiveness of learning videos from various sources.						
SUB-CLO01.34.11.02.06 Students are able to evaluate correct video shooting techniques in a video product.						
SUB-CLO01.34.11.02.07 Students can explain what learning comics are and how comics can be used in physics education in a designed comic product.						

	<p>SUB-CLO01.34.11.02.08 Students are able to design characters and story plots that are suitable for physics learning comics in one designed comic product.</p> <p>SUB-CLO01.34.11.02.09 Students can explain how to integrate physics concepts into learning comics in one designed comic product.</p> <p>SUB-CLO01.34.11.02.10 Students are able to apply basic drawing techniques and comic layouts in a designed comic product.</p> <p>SUB-CLO01.34.11.02.11 Students are able to review and improve their physics learning comics based on feedback in a designed comic product.</p>
Brief Description of the Course	This course is a Compulsory course in the Physics Education Program. The topics covered in this course include Basic educational concepts and learning theories. The type of lecture used is 60% Lectures, Tutorials, Responses (40% conducted synchronously and asynchronously) with the method Role-Play & Simulation, Collaborative Learning (CbL), conducted through Interactive, Thematic.
Scientific Integration	2. develop and enrich the theories, substances and objects of scientific study;
Research and Community Service Integration	
Learning Materials	Basic educational concepts and learning theories
References	<p>I. Sleeman, P. J., Oburn T. C., and Rockwell, D. M. (1979). <i>Instructional Media and Technology A Guide to Accountable Learning System</i>. New York and London: LONGMAN.</p> <p>2. Munadi, Y. (2008). <i>Media Pembelajaran sebuah pendekatan baru</i>. Ciputat: Gaung Persada Press.</p> <p>3. Sudjana, Naana, dan Rivai, A. (2013). <i>Media Pengajaran</i>. Bandung: Sinar Baru Algensindo Offset.</p> <p>4. Kemp, J. E. (1980). <i>Planning and Producing Audiovisual Materials (Fourth Edition)</i>. New York: Harper & Row, Publisher.</p> <p>5. Arsyad, A. (2013). <i>Media Pembelajaran</i>. Depok: PT Rajagrafindo Persada</p> <p>6. Daryanto. (2013). <i>Media Pembelajaran Perannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran</i>. Yogyakarta: GAVA MEDIA</p> <p>7. Angkowo dan Kosasih. (2007). <i>Optimalisasi Media Pembelajaran</i>. Jakarta: Grasindo.</p> <p>8. Iierr, M. (2012). <i>Pembuatan LKS (Lembar Kerja Siswa)</i>.</p> <p>9. Manusia, P. S. (2013). <i>Pengembangan Lembar Kerja Siswa (Lks) Berbasis Strategi Belajar Metakognitif Untuk Meningkatkan Hasil Belajar Siswa Pada Materi</i>.</p> <p>10. Mulyanta, E. S. (2007). <i>Teknik modern fotografi digital</i>. Yogyakarta: Andi Offset.</p> <p>II. Sadiman, A. S., dkk. (2006). <i>Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya</i>. Jakarta: Raja Grafindo.</p> <p>12. Trianto. (2009). <i>Mengembangkan Model Pembelajaran Tematik</i>. Jakarta: PT Prestasi Puastaka.</p> <p>13. Slameto. (2003). <i>Belajar & Faktor-Faktor yang Mempengaruhinya</i>. Jakarta: Rineka Cipta</p> <p>14. Asy'ari, M. (2006). <i>Penerapan Pendekatan Sains-Teknologi-Masyarakat dalam Pembelajaran Sains di Sekolah Dasar</i>. Jakarta: Depdiknas Ditjen Dikti.</p>