

Module Descriptions


A **module** is a self-contained **learning unit** within a higher education program that includes thematically related courses and is assigned a **fixed number of credits**. It follows specific **learning objectives**, includes an **assessment component**, and contributes to achieving the qualifications of a degree program. In some countries, “modules” are also named “courses”.

Please provide a module description for each module. In addition to the compulsory and elective modules, this also includes credited internships and the final thesis.

Please summarize all module descriptions in one document (Module Handbook) and create a table of contents so that the modules can be found easily.

Module designation	<i>Chemistry Curriculum and Learning</i>
Semester(s) in which the module is taught	2
Person responsible for the module	<i>Dr. Das Salirawati, M.Si</i>
Language	<i>Indonesia</i>
Relation to curriculum	<i>Compulsory/elective/specialisation</i>
Teaching methods	<i>Lecture, discussion, project</i>
Workload (incl. contact hours, self-study hours)	<i>(Estimated) Total workload: 100 minutes/week for class learning 100 minutes of independent activities (working on assignments or independent study)</i>
Credit points	<i>2 sks (3.2 ECTS)</i>
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p><i>After successfully completing the module, students are expected to be able to:</i></p> <ol style="list-style-type: none"> <i>1. explain the basic concept of curriculum and the importance of curriculum for the implementation of education in a country</i> <i>2. explain the four main components of the curriculum along with examples.</i> <i>3. explain the basis for curriculum development.</i> <i>4. explain the role of teachers in curriculum development.</i> <i>5. review the chemistry curriculum for SMA/MA/SMK based on the four main components of the curriculum.</i> <i>6. analyze the differences in the chemistry curriculum in Indonesia with other countries and present them.</i> <i>7. explain the ins and outs related to the Independent Curriculum.</i> <i>8. show the novelty of the integrated in-depth learning approach in the independent curriculum.</i>

Content	<p>I. Basic Concepts of Curriculum: Definition, Main Components of Curriculum, Basis for Curriculum Development.</p> <p>II. The Role of Teachers in Curriculum Development: Components of Objectives, Content, Learning Methods/Processes, and Evaluation, and How to Review Curriculum</p> <p>III. Development of Curriculum in Indonesia from Era to Era</p> <p>IV. Independent Curriculum: The Birth of Independent Curriculum, Definition of Independent Curriculum, Characteristics of Independent Curriculum, Implementation of Independent Curriculum, Differentiated Learning, Constraints in Implementing Independent Curriculum</p> <p>V. Comparison of High School Chemistry Curriculum in Indonesia with Countries in the World</p> <p>VI. Deep Learning: Definition, Application of Deep Learning Principles, Eight Targeted Profiles, Implementation.</p>																								
Examination forms	written exam (closed book)																								
Study and examination requirements	<p>Minimum attendance at lectures is 75% and lab work is 100%</p> <p>Final score (NA) is calculated as follows:</p> <table><tr><th>No.</th><th>Assessment components</th><th>Weight (%)</th></tr><tr><td>1.</td><td>Attendance</td><td>5</td></tr><tr><td>2.</td><td>Assignments</td><td>10</td></tr><tr><td>3.</td><td>Quizzes</td><td>5</td></tr><tr><td>4.</td><td>Case Studies</td><td>20</td></tr><tr><td>5.</td><td>Projects</td><td>30</td></tr><tr><td>6.</td><td>Midterm Exams</td><td>15</td></tr><tr><td>7.</td><td>Final Exams</td><td>15</td></tr></table>	No.	Assessment components	Weight (%)	1.	Attendance	5	2.	Assignments	10	3.	Quizzes	5	4.	Case Studies	20	5.	Projects	30	6.	Midterm Exams	15	7.	Final Exams	15
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Reading list	<p>Das Salirawati. (2018). <i>Smart teaching: Solusi menjadi guru profesional</i>. Jakarta: Bumi Aksara.</p> <p>Hamdani Hamid, M.A. (2012). <i>Pengembangan kurikulum pendidikan</i>. Surakarta: Pustaka Setia.</p> <p>Kemdiknas. (2003). UU RI No. 20/2003 tentang: <i>Sistem Pendidikan Nasional</i>. Jakarta: Depdiknas.</p> <p>..... (2005). PP RI No. 19/2005 tentang: <i>Standar Nasional Pendidikan</i>. Jakarta: Depdiknas RI.</p> <p>..... (2005). UU RI No. 14/2005 tentang <i>Guru dan Dosen</i>. Jakarta: Depdiknas RI.</p> <p>Mohamad Ansyar. (2018). <i>Kurikulum: Hakikat, fondasi, desain, dan pengembangan</i>. Jakarta: Gramedia.</p> <p>Oemar Hamalik. (2017). <i>Kurikulum dan pembelajaran</i>. Jakarta: Bumi Aksara.</p> <p>Sudarman, Spd., M.Pd. (2019). <i>Pengembangan kurikulum: Kajian teori dan praktik</i>. Samarinda: Mulawarman University Press.</p>																								

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