



UNIVERSITAS SEBELAS MARET
FACULTY OF TEACHER TRAINING AND EDUCATION
BACHELOR OF BIOLOGY EDUCATION STUDY PROGRAM

Building D 3rd Floor FTTE UNS Jl Ir. Sutami No. 36 A Ketingan Surakarta 57126 Indonesia

E-mail: biologi@fkip.uns.ac.id; Website: <https://biologi.fkip.uns.ac.id/en/>

Educational Sciences

Undergraduate Programme in Biology Education

Module Handbook

Module Name	Educational Sciences (Ilmu Pendidikan)																		
Module level	Undergraduate Programme																		
Course Code	02013132005																		
Abbreviation, if applicable	-																		
Courses included in the module, if applicable	-																		
Semester/Term	1 st																		
Module coordinator (s)	Dr. Baskoro Adi Prayitno																		
Lecturer (s)	Prof. Dr. Maridi, M. Pd.																		
Language	Bahasa Indonesia (Indonesian Language)																		
Classification within the curriculum	Compulsory/ Elective																		
Teaching format/class hours per week during the semester	Direct instruction/face to face/blended learning: 26.7 hours/week: lecture, discussion Structured Activity: 32 hours/week (through the case, team based learning students learn the scope of education. Self-study Activity: 32 hours/week (Students learn various learning methods according to the demands of 21st century learning from various courses)																		
Workload	<table border="1"> <thead> <tr> <th>Type</th><th>CSU</th><th>Face to Face</th><th>Structured Activities</th><th>Self-study</th></tr> </thead> <tbody> <tr> <td>T</td><td>2</td><td>26.7h (0.88 ECTS)</td><td>32h (1.06 ECTS)</td><td>32h (1.06 ECTS)</td></tr> <tr> <td>Total</td><td>2</td><td>90.7h (3 ECTS)</td><td></td><td></td></tr> </tbody> </table>				Type	CSU	Face to Face	Structured Activities	Self-study	T	2	26.7h (0.88 ECTS)	32h (1.06 ECTS)	32h (1.06 ECTS)	Total	2	90.7h (3 ECTS)		
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Credit Point																			
Credit Points	2 CSU (3 ECTS)																		
Requirements	-																		
Learning goals/competencies	PLO They are able to analyze, evaluate, design, and implement the lesson plan, and counseling program based on pedagogical knowledge. They are able to communicate verbally and																		



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	PLO nonverbal effectively using the proper media. CLO 1 Explaining concepts, foundations, Principles of Education, human nature and its development in an educational perspective. (PLO 3) CLO 2 Using education as a system, factors that affect education, educational environment, community development and anticipation of education. (PLO 3) CLO 3 Distinguishing education schools, education schools in Indonesia, the national education system. (PLO 3) CLO 4 Analyzing education problems in Indonesia and communicating the results of its analysis. (PLO 8) <table><tr><td>CLO/ PLO</td><td>P L O 1</td><td>P L O 2</td><td>P L O 3</td><td>P L O 4</td><td>P L O 5</td><td>P L O 6</td><td>P L O 7</td><td>P L O 8</td><td>P L O 9</td><td>P L O 10</td></tr><tr><td>CLO1</td><td></td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CLO2</td><td></td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CLO3</td><td></td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CLO4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>*</td><td></td><td></td></tr></table>	CLO/ PLO	P L O 1	P L O 2	P L O 3	P L O 4	P L O 5	P L O 6	P L O 7	P L O 8	P L O 9	P L O 10	CLO1		*									CLO2		*									CLO3		*									CLO4								*		
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Content	Education Knowledge is a compulsory faculty subject that addresses the following topics: 1. Human, society and education, 2. Definition, basic concepts, components and theories of education, 3. Characteristics of the education system in Indonesia, 4. History of education, schools of education, 5. Modern pedagogy, alternative education, lifelong education, 6. The 21st century education																																																							
Attribute Soft skill	1. Able to think conceptually, analytically, and logically 2. Have good communication skills 3. Able to analyze, evaluate, design, and implement the lesson plan																																																							
Study/exam achievements:	Students are required to attend the face-to-face lecture minimum 75% to be able to take the Mid and Final exam. It is considered to complete the course and pass if students obtain at least 60% of maximum final score. The final score (FS) is calculated based on the following ratio:																																																							



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	Aspect	(%)
	Report of Case analysis	30
	Participation and Project	30
	Mid-Term Test	20
	Final Exam	20
	Final Score	100
Form of Media	Powerpoint slide	
Literature (primary references)	1. Purwanto, M. N. (2019). <i>Theoretical and practical education</i>. 2. Syafril, M. P., & Zen, Z. (2019). <i>Basics of science education</i>. Prenada Media. 3. for Learning, L. K. L. S., & Far, J. (2020). <i>Educative: Science Education Journal</i>. 4. Rukiyati, R., Sutarini, Y. C. N., & Priyoyuwono, P. (2014). The inculcation of the character value of responsibility and cooperation is integrated in education science lectures. <i>Journal of Character Education</i>, (2). 5. Kemmis, S., McTaggart, R., & Nixon, R. (2014). <i>The Action Research Planner: Doing Critical Participatory Action Research</i>. Singapore: Springer. 6. Hyland, K. L. (2013). Writing in the university: education, knowledge and reputation. <i>Language teaching</i>. 7. Abbitt, J. T. (2011). Measuring technological pedagogical content knowledge in preservice teacher education: A review of current methods and instruments. <i>Journal of Research on Technology in Education</i>, 43(4), 281-300.	

Assessment

CLO 1

Provide an analysis of the education system implemented in Indonesia whether it is in accordance with the concept, foundation, principles of education, human nature and its development!

CLO 2

What is the role of the environment and the development of society in the current education system?



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CLO 3

The streams in education are expected to provide quality for education in Indonesia. provide an analysis of the role of flow in improving the quality of education!

CLO 4

Education in Indonesia still has some problems that occur. Give 1 example of a problem, then provide a thesis and alternative solution!

Presentation Assessment Rubric

Dimension	Weight	Score	WxS	Comments
Material mastery	30%			
The accuracy of solving the problem	30%			
Communication skills	20%			
Ability to deal with questions	10%			
Props/presentations	10%			
Final Score	100%			

DIMENSION	Scale				
	Very Good	Good	Sufficient	Deficient	Very Deficient
	≥85	71-84	60-70	40-59	<40
Organization	Well organized by presenting facts that are supported by examples that have been analyzed according to the concept	well organized and present convincing facts to support conclusions.	The presentation has focus and presents some evidence to support the conclusion	Sufficiently focused, but insufficient evidence to be used in drawing conclusions	There is no clear organization. Facts are not used to support statements.
Content	Content can inspire listeners to develop their minds.	Contents are accurate and complete. Listeners get new insights about the topic.	Content is generally accurate, but incomplete. Listeners can learn some implied facts, but they don't add new insight into the topic	The content is less accurate, because there is no factual data, it does not add to the listener's understanding	The content is inaccurate or too general. Listeners don't learn anything or are sometimes misled.
Presentation Style	Speak with passion, transmit enthusiasm and enthusiasm to listeners	The speaker is calm and uses proper intonation, speaks without relying on notes, and interacts intensively with the listener. The speaker always makes eye contact with the listener.	In general the speaker is calm, but with a flat tone and quite often relies on notes. Sometimes eye contact with the listener is ignored.	Based on the notes, no ideas are developed outside the notes, the sound is monotonous	The speaker is anxious and uncomfortable, and reads notes rather than speaking. Listeners are often ignored. There is no eye contact because the speaker is looking more at the whiteboard or screen.



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Rubric for Review Article

No	Assessment Aspect	Article 1		Article 2		Article 3	
	Score	High 6-10	Low 1-5	High 6-10	Low 1-5	High 6-10	Low 1-5
1.	Articles come from the indexed journals in the last 3 years.						
2.	Articles related to the theme of evolution						
3.	The number of articles at least discusses evolution						
4.	Accuracy in summarizing the important parts of the abstract of the article						
5.	Accuracy of summarizing important thought concepts in the article						
6.	Accuracy of summarizing the methodology used in the article						
7.	The accuracy of summarizing the research results in the article						
8.	The accuracy of summarizing the discussion of research results in the article						
9.	The accuracy of summarizing the conclusions of the research results in the article						
10.	The accuracy of commenting on selected journal articles						
Total score for each article summary							
Average score obtained							