



UNIVERSITAS NEGERI PADANG
 FACULTY OF MATHEMATICS AND NATURAL SCIENCES
 MATHEMATICS DEPARTMENT, MATHEMATICS EDUCATION STUDY PROGRAM
 Main Campus Universitas Negeri Padang.
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Bachelor of Mathematics Education

MODULE HANDBOOK

Module name:	Schooling Field Practice 1
Module level, if applicable:	Bachelor
Code:	UNP1.61.5101
Subheading, if applicable:	-
Classes, if applicable:	Schooling Field Practice 1
Semester:	5 th (Fifth)
Module coordinator:	Fridgo Tasman, S.Pd., M.Sc.
Lecturer(s):	Fridgo Tasman, S.Pd., M.Sc., and Team
Language:	Bahasa Indonesia
Classification within the curriculum:	University Compulsory Course
Teaching format / class hours per week during the semester:	<p>Teaching format:</p> <ul style="list-style-type: none"> Class observation (lesson plan, learning process, and learning evaluation) Project based learning (make a design of lesson plan and material learning) <p>1 x 170 minute = 170 minutes = 2.83 hours</p>
Workload:	<p>16 weeks per semester include Midterm Exam and Final Exam</p> <p>One semester 16 x 170 x 1 = 2720 Minutes = 4.53 hours = 1.51 ECTS</p>
Credit points:	1 SKS (1.51 ECTS)
Prerequisites course(s):	<ol style="list-style-type: none"> Registered as a UNP student Have completed at least 120 credits of courses Has passed a microteaching course or special teaching method or micro learning with a minimum grade of B. Must take debriefing and pass the readiness test to carry out the LMA Behave as an educator
Course outcomes:	<p>After taking this course the students have ability to:</p> <p>CO 1: Design classroom learning with various learning methodologies</p> <p>CO 2: Design instructional media to carry out the learning process</p> <p>CO 3: Make field practice reports based on the learning process that has been carried out</p> <p>CO 4: Present material in the learning process</p> <p>CO 5: Utilize IT in the learning process</p>

	CO 6: Show the responsibility attitude in own works CO 7: Maintain the responsibility attitude in a team work
Content:	Nonteaching activities (observation to the class), cases and their solutions.
Study/exam achievements:	<p>Total score = (35% x Midterm exam) + (35% x Final exam + (20% x Assignment + 10%) x (Affective assessment)).</p> <p>The initial cut - off points for grades A, A-, B+, B, B-, C+, C, C-, and D should not be less than 85, 80, 75, 70, 65, 60, 55, 50, and 40 out of 100 respectively.</p> <p>Explanation:</p> <p>1. Midterm exam</p> <ul style="list-style-type: none"> ✓ Students do an observation in a class when the teacher is teaching. ✓ The instrument is used is observation sheets ✓ Students make an observation report <p>2. Final exam</p> <ul style="list-style-type: none"> ✓ Students do a project. The project is to make a design of the solution of the observation report, including lesson plan and material learning. <p>3. Assignment</p> <ul style="list-style-type: none"> ✓ The students do the observation every meeting by using observation sheet. The students observe how teacher teach and how students study. ✓ The students discuss the result of observation to a teacher <p>4. Affective Assessment</p> <ul style="list-style-type: none"> ✓ Affective assessment is held in every meeting by observing students' attitude in the classroom and daily interaction at campus. ✓ The assessment is based on an observation sheet and it is scored by a rubric of affective assessment.
Forms of media:	White-board, Laptop, and LCD Projector
Literature:	<ol style="list-style-type: none"> 1. Prayitno, T.A. 2019. Praktik Keterampilan Mengajar. MNC Publishing: Malang. 2. Cooper, P., & Jacobs, B. (2011). <i>From inclusion to engagement: Helping students engage with schooling through policy and practice</i>. John Wiley & Sons. 3. Administrasi Dan Supervisi Pendidikan Teori Dan Praktek. (2016). (n.p.): Deepublish. 4. Ghirardini, B. (2011). <i>E-learning Methodologies: A Guide for Designing and Developing E-learning Courses</i>. Italy: Food and Agriculture Organization of the United Nations. 5. Cooper, J. M. (2013). <i>Classroom Teaching Skills</i>. United States: Cengage Learning.

