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| Hasil gambar untuk UNP LOGO |  **MODULE HAND BOOK** **INFORMATIC EDUCATION STUDY PROGRAM****FACULTY OF ENGINEERING – UNIVERSITAS NEGERI PADANG** |
| **COURSE NAME** | **CODE** | **General Course** | **CU** | **SEM** | **Versi****on** |
| **Theory** | **Pract** |
| **Fundamental of Education** | UNP1.61.2104 | National Compulsory Courses/MEVE (Education aspect) core course | 2 | 0 | 1 |  |
| **Responsible** | Dr. Fetri Yeni J, M.Pd. | Signature |
| **INFORMATION** | **Dean** | **Department head** | **Responsible of study program** |
| Dr. Fahmi Rizal, M.Pd., MT NIP. 195912041985031004 | Thamrin, S.Pd., MT.NIP. 197701012008121001 | Khairi Budayawan, S.Pd., M. Kom.NIP. 197608102003121002 |
| **Learning Outcomes of Graduates** | **Program learning outcome of Informatic education:**1. Be devoted to God Almighty and able to show religious attitudes.
2. Upholding human values ​​in carrying out duties based on religion, morals and ethics.
3. Acting as citizens who are proud and love the country, have nationalism and a sense of responsibility to the state and nation.
4. Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others.
5. Mastering the concept in depth and explaining in your own language about the concept of education and its implementation
6. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values ​​in accordance with their field of expertise.
7. Able to demonstrate independent, quality and measurable performance.
8. Able to study the implications of developing or implementing science technology that pays attention to and applies humanities values ​​according to their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or assignment report. end, and upload it on the college page.
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| **Course learning outcomes** |  **Course learning outcomes** |
|  | **CLO** | **PLO** |  |
| 1. Students are able to master basic concepts and explain in their own language about human nature according to the Koran and experts orally and in writing and can implement them into the learningprocess. | 4.1, 4.2, 4.3 |
| 2. Students are able to explain the meaning of education according to experts from abroad and within thecountry and are able to conclude the concept of education according to their own language. | 4.1, 4.2, 4.3 |
| 3. Students are able to explain the foundation of education and its application in learning activities | 4.1, 4.2, 4.3 |
| 4. Students are able to explain the principles of education and their implementation in learning. | 4.1, 4.2, 4.3 |
| 5. Students are able to explain and link between the pillars of education in learning practice | 4.1, 4.2, 4.3 |
| 6. Students are able to understand education as a system | 4.1, 4.2, 4.3 |
| 7. Students are able to explain the implementation of the National Education system in accordance withthe Law. No. 20 of 2003 | 4.1, 4.2, 4.3 |
| 8. Students are able to explain some thoughts about education according to classical and new thinking. | 4.1, 4.2, 4.3 |
| 9. Students are able to explain influential education figures in Indonesia | 4.1, 4.2, 4.3 |
| 10. Students are able to explain the types of main problems of education in Indonesia. | 4.1, 4.2, 4.3 |
| 11. Students are able to analyze the factors that affect education problems in Indonesia | 4.1, 4.2, 4.3 |
| 12. Students are able to explain educational renewal efforts that have been carried out in Indonesiaand come up with innovative ideas for educational renewal | 4.1, 4.2, 4.3 |
| 13. Students are able to understand the role and use of ICT in education | 4.1, 4.2, 4.3 |
| **Course descriptions** | The Basic Education Science course provides basic knowledge and understanding of human nature, the nature of education, the importance of education, educational foundations and principles, thoughts on education, pillars of education, education as a system, the implementation of national education with all its problems , the role and utilization of ICT in education. |
| **References** | **Main Reference (RU):** |
| 1. RI Government Regulation. number 19 of 2005 regarding. National Education Standards, |

1. Prayitno. 2005. Scientific Figure of Education. Padang: FIP UNP
2. 2009. Basic, Theory, and Praxis of Education. Jakarta: Gramedia Widia Sarana Indonesia
3. , 2018. Basic Scholarly and Professional Education Patterns: Padang State University.
4. Rusman. 2014. ICT-Based Learning. Bandung: Rajawali Press
5. Syafril, Zelhendri Zen, 2017 .. Basics of Education. Jakarta: Prenada Media Group.
6. Suardi. 2012. Introduction to Educational Theory and Applications. Jakarta: PT. Index
7. RI Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.
8. RI Law. No. 14 of 2005 concerning Teachers and Lecturers. Jakarta: Depdiknas
9. State University of Padang 2015. E - Learning System. UNP Pres Padang.
10. Zuchdi, Darmiyati. 2008. Humanization of Education. Jakarta: Earth Literacy.

**Additional Reference (RP)**

1. Alawi Al-Maliki, 2002. The Principles of Education of Rasulullah. Jakarta: Publisher Echo Insa
2. Cepi Riana 2012, Media Education. Bandung UPI, Press.
3. Dirjendikti Kemdikbud, 2020. Free Learning Guide Book-Merdeka Campus. Jakarta: Kemendikbud.
4. Dewi Salma. 2012. Insights into Educational Technology. Jakarta: Depdiknas
5. Joy. A. Palmer, 2010.50 Most Influential Thoughts on Modern Education. Yogyakarta: Publisher Laksana.
6. Joint Ministerial Decree, 2020. Pocket Book Guidelines for Implementation of Learning for the 2020 Academic Year and 2020 Academic Year during the Covid-19 Pandemic. Jakarta: Kemdikbud
7. Muhammad Yasir Nasution, 2012. Human According to Al-Ghazali. Jakarta: PT. RajaGrafindi Persada
8. Yunus Abidin, 2014. Learning System Design in the Context of the 2013 Curriculum. Bandung: PT.Refika Aditama
9. Yusuf Hadi Miarso. 2011. Sowing the seeds of educational technology. Jakarta: Golden

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| **Learning Media** | **Software:** | **Hardware:** |
|  | Computer, LCD Projector and Whiteboard and peripherals |
| **Team Teaching** |  |
| **Assessment** | Mid-Test, Final Exam, Independent & group assignments, Group presentations |
| **Requirements****Subject** | no |

# COURSE SUBJECTS

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| Week | Expected competencies | Topics | Method and strategy for leraning | Assignment | Criterion/ Assessment indicattor | Referen- ces |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| **1** | **CLO-1: (PLO-4.1, 4.2, 4.3)**Able to explain the position of the Basics of Education subject as one of the compulsory courses for students of educationalprograms | Understand and analyze the position of the basic courses of education as one of the compulsory courses for students of the Education program | 1. Lecture Orientation | 1. Questions and answers
2. Assignment
3. Understanding the concept using video / voicenote
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| **2** | **CLO-1: (PLO-4.1, 4.2, 4.3)**Mastering basic concepts and explaining them in their own language about human nature according to the Koran and experts orally and | Discuss in depth about the concepthuman nature from various points of view | Concept of Human Nature.1. According to the Koran
2. According to the

expert | Question and answer Discussion Assignment | 1. Course passgrade: 80%
2. Assessment Techniques

a. Assessmen |  |

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|  | in writing and can implement them into the learning process. |  |  |  | t of the Learning Processb. Assessmen t of LearningOutcomes |  |
| **3** | **CLO-2: (PLO-4.1, 4.2, 4.3)**Able to explain the meaning of education according to experts from abroad and within the country and be able to conclude the concept of education according to one's own language | Discuss in depth and conduct questions and answers about the essence of education1. Definition of Science Education according to the Koran, experts from abroad and within the country
2. Science Education as a theoretical, empirical, practical and normative science
3. The Role and Position of Education in the Implementation of

Education | The essence ofeducation1. Understanding of Education according to the Koran, experts from abroad and within the country
2. Education Science as a theoretical, empirical, practical and normative science of the role and position of education in the delivery of

education | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessme nt Technique s
2. Assessme nt of the Learning Process
3. Assessme nt of Learning Outcomes
 | 1,3,4,6 |
| **4** | **CLO-3: (PLO-4.1, 4.2, 4.3)**Able to explain the foundation of education and its application in learning activities | Discuss in depth and conduct questions and answers about the basis of education, namelyreligious, social, cultural | 1. Foundation of Education
	1. Religious
	2. Sociological
	3. Cultural
 | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessme

nt |  |

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|  |  | and psychological and their implications in education | 1. Law
2. Psychological

2. Application of each of the bases in Education |  | Technique s1. Assessme nt of the Learning Process
2. Assessme nt of Learning Outcomes
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| **5** | **CLO-4: (PLO-4.1, 4.2, 4.3)**Able to explain the principles of education and their implementation in learning | 1. Discuss the principles of education, namely Tut Wuri Handayani, Independence in learning, Lifelong Education, Nature Takambang Becomes a Teacher
2. Carry out questions and answers about the principles of education.
 | 1. Educational Principles1. Tut Wuri Handayani, IngNgarsa Sung Tulada, Ing Madya Mangun Karsa
2. Independence in learning
3. Lifelong Education
4. Alamtambang became a teacher

2. Implementatio n of each of the Principles inEducation | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessme nt Technique s
2. Assessme nt of the Learning Process
3. Assessme nt of Learning Outcomes
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| **6** | **CLO-5: (PLO-4.1, 4.2, 4.3)**Able to explain and link the pillars of education in | Students are able to understand and explain | 1. The Pillars of Education | Question and answer Discussion | 1. Coursepassgrade: |  |

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|  | learning practice | about the pillars of education and their implementation in education. | 1. *Learning to know*
2. *Learning to do*
3. *Learning to be*
4. *Learning to live together*
5. *Learning to believe in God*

2. Implications of eachPilard in Education | Assignment | 80%1. Assessme nt Technique s
2. Assessme nt of the Learning Process
3. Assessme nt of Learning Outcomes
 |  |
| **7** | **CLO-6: (PLO-4.1, 4.2, 4.3)**Able to understand education as a system | 1. Discuss education as a system
2. Carry out questions and answers about the components of the education system.
 | 1. Education as a system
2. Education system components
	1. Destination
	2. Educator
	3. Learners
	4. Theory
	5. Methods, media and educational tools
	6. Educational Environment
 | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessme nt Technique s
2. Assessme nt of the Learning Process
3. Assessme nt of Learning

Outcomes |  |

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| **8** | UTS (Mid-Semester Exam) |
| **9** | **CLO-7: (PLO-4.1, 4.2, 4.3)**Able to explain the implementation of the national education system | 1. Discuss theoretical concepts about the national education system in accordance with law. No. 20 of 2003
2. Carry out questions and answers regarding the implementation of the national education system, namely the pathways, education standards, basic, functions and objectives and principles of national

education | Implementation ofthe National Education System1. Pathway, Type of Education
2. National Education Standards
3. Basic, Function, Objectives and Principles of National Education
 | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessmen t Techniques
2. Assessmen t of the Learning Process
3. Assessmen t of Learning Outcomes
 | 1. |
| **10** | **CLO-8: (PLO-4.1, 4.2, 4.3)**Be able to explain some thoughts about education according to classical and new thinking | 1. Discuss theoretical concepts about educational thinking.
2. Carry out questions and answers about educational thinking, namely new and classical thinking.
 | Some thoughts aboutEducation:1. Classical Thought
	1. Empiricism
	2. Nativism c.Naturalism

d. Convergence2. New thoughts about Educationa. Teachingexperiences | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessme nt Technique s
2. Assessme nt of the Learning Process
3. Assessme
 | 1. |

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|  |  |  | around1. Teaching Attention Center
2. School of Work
3. Project Teaching
4. Nature school
5. Boarding School
6. Inclusive Education
 |  | nt of Learning Outcomes |  |
| **11** | **CLO-9: (PLO-4.1, 4.2, 4.3)**Able to explain influential education figures in Indonesia | 1. Discuss influential educational figures in Indonesia.
2. Carry out questions and answers about figures who have an influence on education.
 | An influential educational figure in Indonesia1. Ki Hajar Dewantara
2. Mohammad Syafei
3. Kiyai H. Ahmad Dahlan
4. Rahmah El Yunusiah
 | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessmen t Techniques
2. Assessmen t of the Learning Process
3. Assessmen t of Learning Outcomes
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| **12** | **CLO-10: (PLO-4.1, 4.2, 4.3)**Able to explain the types of main problems of education in Indonesia | 1. Discuss educational problems in Indonesia
2. Carry out questions and answers about the main problems of education.
 | The main problems ofeducation in Indonesia1. Equity
2. Quantity
3. Quality
4. Efficiency
5. Effectiveness
6. Relevance Educators and Education staff
 | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessme nt Technique s
2. Assessme nt of the Learning Process
3. Assessme nt of Learning Outcomes
 | 1. |
| **13** | **CLO-11: (PLO-4.1, 4.2, 4.3)**Able to analyze the factors that affect education problems in Indonesia | 1. Discuss analysis of the factors that influence the development of educational problems.
2. Carry out questions and answers about educational problems
 | Analysis of the factors that influence the development of educational problems1. Development of cultural and artistic values
2. Population growth rate
3. Community aspirations
4. Underdevelopmen

t of culture and | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessmen t Techniques
2. Assessmen t of the Learning Process
3. Assessmen t of

Learning | 1. |

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|  |  |  | means |  | Outcomes |  |
| **14** | **CLO-12: (PLO-4.1, 4.2, 4.3)**Able to explain educational renewal efforts that have been carried out in Indonesia and come up with innovative ideas for educational renewal | 1. Discuss efforts to update educational problems
2. Carry out questions and answers about Web- Based Learning Development
 | Education renewalefforts1. Renewal of the Curriculum (Basic Secondary Education Curriculum, Higher Education / Independent Learning
2. Management of Innovative Education, SMP T, SMA T, UT, etc.)
3. Outside School Education Development (Pursuing Package A, Package B, Package C, Courses, Training, etc.)
4. *Home Schooling*
 | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessme nt Techniqu es
2. Assessme nt of the Learning Process
3. Assessme nt of Learning Outcomes
 | 1. |

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| **15** | **CLO-13: (PLO-4.1, 4.2, 4.3)**Able to understand the role and use of ICT in education | 1. Discuss the role and use of ICT in education
2. Carry out questions and answers about the role and use of ICT in education
 | The role and use of ICT in education1. the role and use of ICT in education
2. Learning based on e-learning and Blended Learning
 | Question and answer Discussion Assignment | 1. Course

passgrade: 80%1. Assessme nt Technique s
2. Assessme nt of the Learning Process
3. Assessme nt of Learning Outcomes
 | 1. |
| **16** | Review (lecturer and student discussion) |
| **17** | UAS (Final Semester Examination) |

Remark :1 CU = (50’ TM + 60’ BT + 60’ BM)/week BM = Individual session T = Theory (cognitif aspects)

TM = Classical session PS = Simulation practice (160 menit/week) P = Practicum (psychomotoric aspects)

BT = Assignment. PL = Laboratory activites (160 menit/week)

The linkage between CLO and PLO and assessment methods

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| **Wee****k** | **MES1.61.3102** | **Assessment** | **Quality (%)** | **PLO-1** | **PLO-2** | **PLO-3** | **PLO-4** | **PLO-5** | **PLO-6** |
|  | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **4** | **5** |
| 1 | CLO-1 | UTS.1 | 5 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 2 | CLO-2 | UTS.2 | 5 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |

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| 3 | CLO-3 | UTS.3 | 5 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 4 | CLO-4 | UTS.4 |  5  |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 5 | CLO-5 | UTS 5 | 5 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 6 | CLO-6 | UTS 6 | 5 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 7 | CLO-7 | UTS 7 | 5 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 9 | CLO-8 | UAS 1 | 7 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 10 | CLO-9 | UAS 2 | 7 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 11 | CLO-10 | UAS 3 | 7 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 12 | CLO-11 | UAS 4 | 7 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 13 | CLO-12 | UAS 5 | 7 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 14 | CLO-12 | Presentation | 10 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 15 | CLO-13 | Presentation | 10 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
| 16 | CLO-13 | Assignment | 15 |  |  |  |  |  |  |  |  |  |  | V | V | V |  |  |  |  |  |  |  |  |
|  | TOTAL |  | 100 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Assessment components

Mid Test (UTS) : 30 %

Final Test (UAS) : 30 %

Student assignment : 30 % Presence : 10 % Total : 100 %

# Scoring/Grading level description

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|  | **Excellent** | **Good** | **Satisfy** | **Fail** |
| ability to describe | Able to describe correctlyand completely | Able to describe correctlybut not complete | Able to describe but lessclear and incomplete | Unable to describe |
| ability to formulate | Able to formulate correctlyand completely | Able to formulate correctlybut not complete | Able to formulate but lessclear and incomplete | Unable to formulate |
| ability to calculate | Able to calculate correctly and completely | Able to calculate correctly but not complete | Able to calculate but less clear and incomplete | Unable to calculate |
| ability to analyze | Able to analysize correctly and completely | Able to analyze correctly but not complete | Able to analyze but less clear and incomplete | Unable to analyze |

**Scoring and grading system**

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| **Score** | **Quality** | **Quality score** | **Designation** | **Score** | **Quality** | **Quality score** | **Designation** |
| 85 – 100 | A | 4.0 | Outstanding | 55 – 59 | C | 2.0 | Acceptable |
| 80 – 84 | A- | 3.6 | Excellent | 50 – 54 | C- | 1.6 | Poor |
| 75 – 79 | B+ | 3.3 | Very good | 40 – 49 | D | 1.0 | Poor |
| 70 – 74 | B | 3.0 | Good | ≤ 39 | E | 0.0 | Fail |
| 65 – 69 | B- | 2.6 | Good | - | T | - | Tertunda |
| 60 – 64 | C+ | 2.3 | Acceptable |  |  |  |  |