



UNIVERSITAS NEGERI YOGYAKARTA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
DEPARTMENT OF CHEMISTRY EDUCATION
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Bachelor of Education in Chemistry

MODULE HANDBOOK

Module name:	Science of Education
Module level, if applicable:	Undergraduate
Code:	MDK6201
Sub-heading, if applicable:	-
Classes, if applicable:	2
Semester:	1 st
Module coordinator:	Sukisman Purtadi, M.Pd
Lecturer(s):	Trisanti, S.Pd.,M.Pd. Ebni Solikhah, S.Pd.,M.Sc.
Language:	Bahasa Indonesia
Classification within the curriculum:	Compulsory Subject
Teaching format / class hours per week during the semester:	100 minutes lectures, 120 minutes individual study, and 120 minutes structured activities per week.
Workload:	Total workload is 90,36 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes individual study per week for 16 weeks.
Credit points:	2 SKS (3.28 ETCS)
Prerequisites course(s):	-
Course outcomes:	After taking this course, the students are expected to be able to: CO1. Understand the concepts of educational theory, development of students, educational phenomena, historical viewpoints of education, the nature of education and science of education, and their application in learning
Content:	This course discusses the basic principles of education and the basic concepts of educational science as well as their application in educational praxis which includes: educational phenomena, historical viewpoints of education, the nature of education and science of education, education as a system, and issues (educational issues in the context of renewal (innovation) education. The course consists of: <ul style="list-style-type: none">• Understand the meaning and nature of education The phenomenon of education in society, family and school• Linkages between education and science education• Educational foundations• Education as a system• National education system• Lifelong education

	<ul style="list-style-type: none"> • Educational problems • Problem analysis and educational problem solving • Educational renewal 															
Study / exam achievements:	<p>Attitude assessment is carried out at each meeting by observation and/or self-assessment techniques using the assumption that basically every student has a good attitude. The student is marked very good or not good attitude if they show it significantly compared to other students in general. The result of attitude assessment is not taken into account in the final grades, but as one of the requirements to pass the course. Students will pass from this course if at least have a good attitude.</p> <p>The final mark will be weight as follow:</p> <table border="1"> <thead> <tr> <th>No</th> <th>CO</th> <th>Assessment Object</th> <th>Assessment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>CO1.</td> <td>Assignments Mid-term examination Final Examination Participation</td> <td>Presentation/ Written task</td> <td>30% 25% 30% 15%</td> </tr> <tr> <td colspan="4">Total</td> <td>100%</td> </tr> </tbody> </table>	No	CO	Assessment Object	Assessment Technique	Weight	1	CO1.	Assignments Mid-term examination Final Examination Participation	Presentation/ Written task	30% 25% 30% 15%	Total				100%
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1	CO1.	Assignments Mid-term examination Final Examination Participation	Presentation/ Written task	30% 25% 30% 15%												
Total				100%												
Forms of media:	LCD Projector, Laptop, Board, Stationery															
References:	<p>Rohman, A. (2009). <i>Memahami pendidikan dan ilmu pendidikan</i>. Yogyakarta: Laksbang Mediatama.</p> <p>Siswoyo, D. (2007). <i>Ilmu pendidikan</i>. Yogyakarta: UNY Press.</p> <p>Ministry of Education. (2013). <i>UU no. 20 tahun 2003 tentang sistem pendidikan nasional</i>. Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <p>Johnson, W., & Reed, R. F. (2012). <i>Philosophical documents in education (4th edition)</i>. Pearson</p> <p>Ozmon, H. A. (2012). <i>Philosophical foundations of education (9th edition)</i>. Pearson.</p> <p>Banks, J. A. (2019). <i>An introduction to multicultural education (6th edition)</i>. Pearson</p> <p><i>Suggested Reading</i></p> <p>Samul, J. (2020). Emotional and spiritual intelligence of future leaders: challenges for education. <i>Education Sciences</i>, 10(7), 178. https://doi.org/10.3390/educsci10070178</p> <p>Castro-Calvino, L., Rodriguez-Medina, J., Gomez-Carrasco, C. J., & Lopez-Facal, R. (2020). A heritage education program based on new technologies and local heritage. <i>Education Sciences</i>, 10(7), 176. https://doi.org/10.3390/educsci10070176</p>															

PLO and CO mapping

	PLO					
	Attitude		Knowledge	Specific Skill	General Skill	
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CO1	√		√			√