



UNIVERSITAS NEGERI YOGYAKARTA
 FACULTY OF MATHEMATICS AND NATURAL SCIENCES
 DEPARTMENT OF CHEMISTRY EDUCATION
 Jl. Colombo No. 1, Karangmalang, Yogyakarta
 Phone : +62 274 548203 e-mail: kimia@uny.ac.id
 Website: pendidikankimia.fmipa.uny.ac.id

Bachelor of Education in Chemistry

MODULE HANDBOOK

Module name:	Educational Internship
Module level, if applicable:	Undergraduate
Code:	PPL 6301
Sub-heading, if applicable:	-
Classes, if applicable:	2
Semester:	7 th
Module coordinator:	University Team
Lecturer(s):	Supervisor Team
Language:	Bahasa Indonesia
Classification within the curriculum:	Compulsory Course
Teaching format / class hours per week during the semester:	150 minutes lectures, 180 minutes individual study, and 180 minutes structured activities per week.
Workload:	Total workload is 136 hours per semester which consists of 150 minutes lectures, 180 minutes structured activities, and 180 minutes individual study per week for 16 weeks.
Credit points:	3SKS (4.92ECTS)
Prerequisites course(s):	-
Course Outcomes	<p>After taking this course the students have ability to:</p> <p>CO1. behave in accordance with the norms, ethics of community and Pancasila in a real way, be able to work together and earnestly develop teaching skills in schools, be responsible for maintaining the good name of the university</p> <p>CO2. master basic chemical concepts and teach them correctly, compile learning tools, compile work program matrices, arrange structured activities and compile reports</p> <p>CO3. plan and carry out chemistry learning in schools in a guided manner, utilize various learning resources and science and technology based learning media, evaluate chemistry learning in schools according to standard content, process and assessment, be able to plan, implement and evaluate practical activities</p>
Content:	<p>This course is a course that is expected to be able to provide learning experiences for students, especially in terms of teaching, broadening horizons, training and developing the teaching potential needed in their fields, increasing independence, responsibility and ability to solve problems in learning. The implementation involves some elements including, Supervisor, Supervising Teacher, Principal / institution, Local Government, college students and students</p>

	at the school. It includes several stages, namely the pre-PPL stage, the preparation of the program design, the implementation of the program, monitoring and preparation of the report.																										
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 given a value of very good or not good attitude if they show it significantly compared to other students in general. The final mark will be weight as follow:</p> <table border="1"> <thead> <tr> <th>CO</th> <th>Assessment Object</th> <th>Assessment Technique</th> <th>Weight (%)</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td>Program planning</td> <td rowspan="3">Presentation and Writen document</td> <td>20</td> </tr> <tr> <td>CO2</td> <td rowspan="2">Program implementation</td> <td>40</td> </tr> <tr> <td>CO3</td> <td>Report</td> <td>20</td> </tr> <tr> <td></td> <td>Personality/ Attitude</td> <td>Peer Observation</td> <td>10</td> </tr> <tr> <td></td> <td>Social competence</td> <td>Peer Observation</td> <td>10</td> </tr> <tr> <td colspan="3">Total</td> <td>100</td> </tr> </tbody> </table>	CO	Assessment Object	Assessment Technique	Weight (%)	CO1	Program planning	Presentation and Writen document	20	CO2	Program implementation	40	CO3	Report	20		Personality/ Attitude	Peer Observation	10		Social competence	Peer Observation	10	Total			100
CO	Assessment Object	Assessment Technique	Weight (%)																								
CO1	Program planning	Presentation and Writen document	20																								
CO2	Program implementation		40																								
CO3			Report	20																							
	Personality/ Attitude	Peer Observation	10																								
	Social competence	Peer Observation	10																								
Total			100																								
Forms of media:	Board, LCD Projector, Laptop/Computer.																										
References:	<p>Pedoman Pelaksanaan PPL (<i>Educational Internship Guide Book and Evaluation</i>) Universitas Negeri Yogyakarta.</p> <p>Joyce B R, Weil M & Calhoun E (2009) <i>Models of Teaching</i> Boston:Pearson Allyn and Bacon Publishers.</p> <p>Hockly N & Clandfield L (2017) <i>Teaching Online: Tools and Technique, Oprions, and Opportunities</i> Ernst Klett Sprachen Publisher</p> <p>Gardner J (2011) <i>Assessment and Learning</i>. Sage Publication Ltd.</p> <p>Boyle B & Charles M (2013) <i>Formative Assessment for Teaching and Learning</i>. Sage Publication Ltd.</p> <p>Morison G R, Ross S J, Morrison J R & Kalman H K (2019) <i>Designing Effective Instruction 8th Ed</i>. Willey.</p> <p>Parkay F W (2020) <i>Becoming a Teacher 11th Ed</i> Pearson Education Inc</p>																										

PLO and CO mapping

	PLO					
	Attitude		Knowledge	Specific Skill	General Skill	
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CO1	√					
CO2			√	√		
CO3					√	√