Module Handbook

Name of Module	Innovative Learning I
Level of Module	Undergraduate (S-1)
Code	
Subtitle	
Subject of Courses	
Semester/Year	4/2
Coordinator	Dr. Eko Hariono, M.Pd.
Lecturers	Prof. Dr. Budi Jatmiko, M.Pd. Dr. Dwikoranto, M.Si. Dr. Eko Hariyono, M.Pd, Dr. Binar Kurnia Prahani, M.Pd. Nurita Apridiana Lestari, S.Pd., M.Pd.
Language	Bahasa Indonesia
Classification in Curriculum	Compulsory course (mata kuliah wajib) /~~elective studies (mata kuliah pilihan)~~
Learning Format/ duration per week	Per weeksi: 3 hours of lecturing (1 hour = 60 minutes)
Workload	3 jam tatap muka, 3 jam tugas terstruktur, 3 jam belajar mandiri, selama 15 minggu, total 135 jam tatap muka/semester
SKS	3
Pre-request	-
CLO	Attitude 1. Students have the ability to work effectively, both individually and in groups (PLO7). 2. Students are able to increase their knowledge and be able to continue their studies in a higher degree program (PLO9). Knowledge Students are able to apply physical knowledge to a broader field / interdisciplinary problem (PLO8). General Skills Students have basic skills in oral communication and in writing scientific reports in an appropriate scientific style (PLO-6). Special skill Students are able to demonstrate student knowledge of classical physics, modern physics, and pedagogical skills (PLO1).
Content	Innovative Learning I studies and equips prospective students of physics education about analyzing, evaluating and creating about physics learning using innovative learning models (direct instruction, concept attainment models, meaningful learning, SDGs learning, HOTs based learning) to be able to compete and excel in this era. 4.0 and

<table>
<tr><td></td><td>welcoming society 5.0.</td></tr>
<tr><td>Attributed soft skill</td><td>Effective work, oral and written scientific communication, collaboration</td></tr>
<tr><td>Learning Achievement</td><td>Students are considered competent and pass if they get at least a minimum test score of 68 (SS and S), and structured activities (Assignments / A) and participatory activities (P)
The final grade (FG) is calculated according to the formula:

FG = (2xP)+(3xA)+(2xSS)+(3xS)
10
Convert the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

<table>
<tr><th>Alphabet</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table></td></tr>
<tr><td>Media</td><td>1. PPT
2. Video</td></tr>
<tr><td>Referenses</td><td>1. Arends, R. I. (2014). Learning to teach. New York: Mc. Graw-Hill.
2. Benade, L. (2017). Being a teacher in the 21st century: A critical new zealand research study. New York: Springer.
3. Griffin, P. & Care, E. (2015). Assesment and teaching of 21st century skills: Methods and approach. New York: Springer.
4. Jatmiko, B., Subdibyo, E., Prahani, B.K., & Jauharoti, N.M. (2019). Buku Model Collaborative Problem Solving (CPS) untuk Meningkatkan Keterampilan Pemecahan Masalah dan Kolaborasi Mahasiswa Calon Guru. Surabaya: Jaudar Press.
5. Nichols, J. R. (2015). 4 Essential Rules of 21st Century Learning. Teach Thought.
6. Slavin, E. R. (2018). Educational psychology: Theory and practice. Boston: Pearson.</td></tr>
<tr><td>Note</td><td>This lecture focuses on the product of Innovative Learning Tools I which can become: Students 'learning provisions and students' excellence in work and making profits in terms of edu-prenership.</td></tr>
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