

Module designation	Micro Practice of Integrated Science Learning
Module level, if applicable	Undergraduate
Code, if applicable	PIPAUM6408
Subtitle, if applicable	-
Courses, if applicable	-
Semester(s) in which the module is taught	Even/Autumn Term
Person responsible for the module	Sugiyanto, S.Pd., M.Si.
Lecturer	Sugiyanto, S.Pd., M.Si.
Language	Bahasa Indonesia
Relation to curriculum	Undergraduate degree program, compulsory, 6 th semester.
Type of teaching, contact hours	Direct Instruction for Lectures, Cooperative Learning for Experiments, 100 minutes for lectures and 170 minutes for experiments per week
Workload	<ol style="list-style-type: none"> 1. Lectures: 2 x 50 = 100 minutes (1,67 hours) per week 2. Exercise and Assigments: 2 x 60 minutes = 120 minutes (2 hours) per week 3. Private Study: 2 x 60 minutes = 120 minutes (2 hours) per week 4. Experiments: 170 minutes per week
Credit points	3 credit points (~4.76 ECTS-eq)
Requirements according to the examination regulations	A student must have attended at least 80% of the lectures to sit in the exams.
Recommended prerequisites	<ol style="list-style-type: none"> 1. Curriculum and Design of Integrated Science Learning (PIPAUM6404) 2. Science Technology Engineering Mathematics.
Module objectives/intended learning outcomes	<p>After completing this module, students are expected to:</p> <p>LO 6: master developmental psychology and learning theories to design, implement, and evaluate innovative and productive science learning oriented to develop students' capability and adaptability towards curriculum, technology, and environmental changes along with the upholding of social sensitivity, cultural, view, and religious diversity.</p>
Content	<ol style="list-style-type: none"> 1. Pinciples of integrated science learning. 2. Characteristics of integrated science learning. 3. Objectives and competency standards of junior high school science graduates. 4. Science learning approaches and methods. 5. Integrated science learning models. 6. Types of integrated materials (integrated, connected,

	<p>shared, webbed.</p> <ol style="list-style-type: none"> 7. Concept analysis based on Junior High School Science basic Competencies 8. Maps 9. Essential concepts based on Junior High School Science basic Competencies 10. Development of IPKD learning indicators 11. identification of science learning problems
Study and examination requirements and forms of examination	Assessment of student learning achievement by assessing daily assignments, class discussions, practical performance, writing experiment reports, midterm and final semester exams
Media employed	Whiteboard, Power Point, Platform Youtube, Moodle (SIPEJAR)
Reading list	<ol style="list-style-type: none"> 1. Byers, A. 2008. <i>Biology: Life on Earth with Physiology</i> (8thedition). New Jersey: Pearson. 2. Hewitt, P.G., Lyons, S.A., Suchocki, J.A.&Yeh, J.2013.<i>Conceptual Integrated Science, 2/E</i>. New York: Addison-Wesley. 3. Lynda Pennell, L. (Editor). 2007. <i>Life Science</i>. New Hampshire: CPO Science 4. Tillery, B., Enger, E. & Ross, F. 2010. <i>Integrated Science</i>. New York: McGraw-Hill Science/Engineering/Math. 5. Tim IPA Terpadu. 2010. <i>Panduan Pengembangan Pembelajaran IPA Secara Terpadu</i>. Jakarta: Direktorat Pembinaan Sekolah Menengah Pertama 6. Trefil, J.& Hazen, R. 2009. <i>The Sciences: An Integrated Approach</i>. New York: Wiley. 7. Victor, E., Richard D., Kellough, R. D. & Tai, R. H. 2008. <i>Science K-8: An Integrated Approach, 11/E</i>. New York: Pearson.
Date of last amendment made	May, 2020