



LEARNING AND PEDAGOGY LESSON PLAN

	MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY MULAWARMAN UNIVERSITY FACULTY OF TEACHING AND EDUCATION SCIENCE BIOLOGICAL EDUCATION STUDY PROGRAM	No. Doc	3.4
		Release Date	July 6, 2020
		No Revision	3
		Page	14

LESSON PLAN					
Subject	Course Code	Clusters of Courses	Weight (credit)	Semester	date Compilation
Learning and Pedagogy	19050063W002	Course offered by faculty	3	3	March 10, 2020
Authorization	Course Coordinator	TEAM Teaching Courses		Coordinator of Study Program	
	 Dr. Hj. Herliani, M.Pd	1. Dr. Hj. Herliani, M.Pd 2. Dr. Didimus Tanah Boleng, M.Kes 3. Dr. Elsy Theodora, M.Pd 4. Zenia Lutfi Kurniawti, S.Pd, M.Pd		 Dr. Hj. Herliani, M.Pd	
Learning Outcomes	Learning Outcomes of Study Program Graduates (LO) Charged on Courses				
Knowledge	K2 Able to implement pedagogical science in learning Biology in the context of Tropical Rain Forest and its Environment				
General Skills	GS2 Able to apply logical, critical, systematic, and innovative thinking in making strategic				

		decisions by applying humanities values in the field of biology and learning based on relevant information and data
	Course Learning Outcomes (CLO)	
	<ol style="list-style-type: none"> 1. Able to implement pedagogical science in learning Biology in the field of implement the meaning of learning and learning; factors that affect student learning; learning and pedagogy problems; learning approaches; process skills approach in learning; confidence in self-ability and self-regulation skills; learning theory: descriptive perspective, behavioristic, cognitivistic, humanistic, constructivist in learning biology in Humid Tropical Forest and its Environment. 2. Able to apply logical, critical, systematic, and innovative thinking in making strategic decisions by paying attention to and applying humanities values in the field of learning and pedagogy biology based on relevant information and data 	
Integrated Principle Scientific Studies of Unmul	Concepts, behavior, social strata in general and people in tropical rainforest areas on the island of Borneo	
Course Description	This course examines: understanding of learning and pedagogy; factors that affect student learning; learning and pedagogy problems; learning approaches; process skills approach in learning; confidence in self-ability and self-regulation skills; learning theory: descriptive perspective, behavioristic, cognitivistic, humanistic, constructivist.	
Reference	<ol style="list-style-type: none"> 1. Baharuddin, Wahyuni. 2010. Learning and pedagogy Theory. Yogyakarta: Ar-Ruzz Media. 2. Darsono, Max, et al. 2000. Learning and Learning. Semarang: IKIP Semarang Press. 3. Fathurrohman, Pupuh and Sutikno, Sobry. 2007. Teaching and Learning Strategy through Planting General Concepts & Islamic Concepts. cet. II, Bandung: Refika Aditama. 4. Gulö, W. 2002. Teaching and Learning Strategies. Jakarta: Grasindo. 5. Knight, George R. 1982. Issues and Alternatives in Educational Philosophy. cet. XII, Michigan: Andrews University Press. 6. Naim, Ngainun and Patoni, Achmad. 2007. Materials for the Preparation of Islamic Religious Education Learning Designs (MPDP-PAI). Yogyakarta: Student Library. 	

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	<p>27. Joesmani. 1988. Measurement and Evaluation in Teaching. Jakarta: Ministry of Education and Culture, Directorate General of Higher Education, Project for Development of Educational Personnel Education Institutions.</p> <p>28. Mulyadi. 2010. Educational Evaluation. Malang: Uin Maliki Press.</p> <p>29. Purwanto, Ngalim. 2000. Teaching Evaluation Principles and Techniques. Bandung: PT Pemuda Rosdakarya.</p> <p>30. Rashid, Harun and Mansur. 2009. Assessment of Learning Outcomes. Bandung: CV Wacana Prima.</p> <p>31. Slamet. 2001. Educational Evaluation. Jakarta: Earth Literacy. subali,</p> <p>32. Sudijono, Anas. 2008. Introduction to Educational Evaluation. Jakarta: PT Raja Grafindo Persada.</p> <p>33. Sudjana, Nana. 2013. Assessment of Teaching and Learning Outcomes. Bandung: PT Pemuda Rosdakarya.</p> <p>34. Sugiyono. 2009. Educational Research Methods Quantitative Approach, Qualitative and R & D. Bandung:</p> <p>35. Alphabet. hard. 2008. Evaluation of Principles and Operational Education. Jakarta: Earth Literacy.</p> <p>36. Surapranata, Sumarna. 2009. Analysis, Validity, Reliability, and Interpretation of Test Results. Bandung: PT Pemuda Rosdakarya.</p> <p>37. Widoyoko. Eko Putro. 2010. Evaluation of Learning Programs. Yogyakarta: Student Library.</p>	
Learning Media	Software :	Hardware :
	1. Powerpoint 2. Camptasia	1. Laptops 2. HP
Prerequisite Courses (If any)	-	

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	Students are able to understand and apply the Lecture Contract including: 1) Competency standards, basic competencies, and	1. Explaining the meaning of learning 2. Explaining the meaning of learning	Definition, goals, characteristics, and meaning of Learning and learning ▪ Lecture contract for courses	• Strategy: 1. Models: Direct learning (conventional) 2. Method: Lectures, Questions and	Work independently and interact with other students of different ethnicities in	Process assessment which includes: 1. attitude, 2. knowledge 3. skills 4. presence	▪ Assessment criteria: PAP ▪ Form of assessment : oral, written,	5	1,2,3,6,7,9

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	lecture indicators; 2) The purpose of the lecture; 3) Lecture and assignment techniques; 4) Learning evaluation techniques. 50 Understanding of learning and learning		Learning lessons ▪ Understanding learning and learning	Answers. • Lecturer lectures on the notion of learning and pedagogy seen from the concept, behavior, social strata in general and the community in the tropical rain forest area on the island of Kalimantan • Students listen, and ask things that are not clear about learning and pedagogy in terms of concepts, behavior, social strata in general and people in tropical rain forest areas on the island of Kalimantan. • Lecturers give assignments to students related to learning and	group discussions about the meaning of learning and learning		portfolio		

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				learning					
2-3	<p>1) Students can understand the factors that affect student learning</p> <p>2) Students can understand external factors that affect student learning</p> <p>3) Students can interact with other students, have tolerance, and feel equal with other students (soft skills)</p> <p>4) Students have responsibility for the task (soft skills)</p>	<p>1. Explaining the internal factors that affect student learning</p> <p>2. Explaining external factors that affect student learning</p>	<ul style="list-style-type: none"> ▪ Factors that affect student learning 	<ul style="list-style-type: none"> • Strategy: <ol style="list-style-type: none"> 1. Models: <i>STAD and NHT</i> 2. Methods: lectures, discussions, presentations, questions and answers, giving assignments about Factors that affect student learning ▪ Students can interact with other students, have tolerance, and feel equal to other students (soft skills) ▪ Students have responsibility for assignments (soft skills) 	Work independently, and interact with other students discussing the factors that influence student learning	Process assessment which includes: <ol style="list-style-type: none"> 1. attitude, 2. knowledge 3. skills 4. task 	<ul style="list-style-type: none"> ▪ Assessment criteria: PAP ▪ Form of assessment : oral, written, portfolio 	10	1,2,3,4, 6, 7, 9
4	Students are able to understand learning	Explaining the characteristics	<ul style="list-style-type: none"> ▪ Learning learning 	Strategy: <ol style="list-style-type: none"> 1. Models: 	Work independently,	Process assessment	<ul style="list-style-type: none"> ▪ Assessment criteria: 	7.5	13,4,6,7

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	and pedagogy problems	of students in learning	problems	<p><i>STAD and NHT</i></p> <p>2. Methods: lecture, discussion, presentation, question and answer, assignment.</p> <p>With the provision of understanding independently, and in groups, mutually strengthen understanding of learning and pedagogy problems</p> <p>Students, under the guidance of lecturers, make conclusions regarding the characteristics of students in learning</p>	and interact with other students of different ethnicities in group discussions about learning and pedagogy problems	which includes: 1. attitude, 2. knowledge 3. skills 4. task	PAP ▪ Form of assessment: oral, written, portfolio		
5	Students are able to understand the	Explain about Learning	Learning approaches	Strategy: 1. Models:	- Work independently,	Process assessment	▪ - Assessment	7.5	13,4,6,7

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	learning approach	approaches		<p><i>STAD and NHT</i></p> <p>2. Methods: lecture, discussion, presentation, question and answer, assignment</p> <p>. With the provision of understanding independently, and in groups, students strengthen each other's understanding of learning approaches</p> <p>. Students, under the guidance of lecturers, make conclusions related to learning materials according to the Hehavioristic psychology</p>	and interact with other students of different ethnicities in group discussions about learning approaches	which includes: 1. attitude, 2. knowledge 3. skills 4. task	criteria: PAP ▪ Form of assessment: oral, written, portfolio		

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				school					
6-7	Students are able to understand the process skills approach in learning	Explaining process skills in learning	Approach to process skills in learning	<p>Strategy:</p> <ol style="list-style-type: none"> Models: <i>STAD and NHT</i> Methods: lecture, discussion, presentation, question and answer, assignment <p>With the provision of understanding independently, and in groups, students strengthen each other's understanding of the process skills approach in learning</p> <p>Students, under the guidance of lecturers, make conclusions regarding the</p>	Work independently, interact with other students about the process skills approach in learning	Process assessment which includes: <ol style="list-style-type: none"> attitude, knowledge skills task 	<ul style="list-style-type: none"> Assessment criteria: PAP Form of assessment : oral, written, portfolio 	15	13,4,6,7

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				process skills approach in learning					
8	Mid-Semester Exam								
9	Students are able to understand about self-confidence and self-regulation skills	Describes self-confidence and self-regulation skills	Confidence in self-ability and self-regulation skills	Strategy: 1. Models: <i>STAD and NHT</i> 2. Methods: lecture, discussion, presentation, question and answer, assignment With the provision of understanding independently, and in groups, students on the side, strengthen each other's understanding of self-confidence and self-regulation skills	Work independently, and interact with other students of different ethnicities in group discussions about self-confidence and self-regulation skills	Process assessment which includes: 1. attitude, 2. knowledge 3. skills 4. task	<ul style="list-style-type: none"> ▪ Assessment criteria: PAP ▪ Form of assessment : oral, written, portfolio 	7.5	13,4,6,7

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
10-11	Students are able to understand descriptive and perspective learning theory	Explain Curriculum materials (concepts, objectives, meanings, and curriculum components) and learning motivation	Descriptive learning theory and perspective	<p>Strategy:</p> <ol style="list-style-type: none"> Models: <i>STAD and NHT</i> Methods: lecture, discussion, presentation, question and answer, assignment <p>With the provision of understanding independently, and in groups, students on the side, strengthen each other's understanding of descriptive and perspective learning theories</p>	Work independently and interact with other students through Q&A about descriptive learning theory and perspectives	Process assessment which includes: <ol style="list-style-type: none"> attitude, knowledge skills task 	<ul style="list-style-type: none"> Assessment criteria: PAP Form of assessment : oral, written, portfolio 	15	15, 16, 17, 18, 19, 20, 21, 22, 23, 24
12	Students are able to understand behavioristic learning theory	Explain behavioristic learning theory	Behavioristic learning theory	<p>Strategy:</p> <ol style="list-style-type: none"> Models: <i>STAD and NHT</i> Methods: lecture, discussion, presentation, 	Work independently, and interact with other students of different ethnicities in	Process assessment which includes: <ol style="list-style-type: none"> attitude, knowledge skills task 	<ul style="list-style-type: none"> Assessment criteria: PAP Form of assessment : oral, written, 	7.5	25,26,27,28,29,30,31,32,33

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				question and answer, assignment With the provision of understanding independently and in groups, students in addition, strengthen each other's understanding of behavioristic learning theory	group discussions about behaviorist learning theory		portfolio		
13	Students are able to understand cognitive learning theory	Explain Curriculum material (concepts, goals, meaning, about learning evaluation	Cognitivistic learning theory	Strategy: 1. Models: <i>STAD and NHT</i> 2. Methods: lecture, discussion, presentation, question and answer, assignment With the provision of understanding	Work independently and interact with other students through Q&A about cognitive learning theory	Process assessment which includes: 1. attitude, 2. knowledge 3. skills 4. task	<ul style="list-style-type: none"> ▪ Assessment criteria: PAP ▪ Form of assessment : oral, written, portfolio 	7.5	25,26,27,28,29,30,31,32,33

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				independently, and in groups, students strengthen each other's understanding of cognitive learning theory					
14	Students are able to understand about humanistic learning theory	Explain Curriculum material (Concept, purpose, meaning, about	Humanistic learning theory	Strategy: 1. Models: <i>STAD and NHT</i> 2. Methods: lecture, discussion, presentation, question and answer, assignment With the provision of understanding independently, and in groups, students strengthen each other's understanding of humanistic learning theory	Work independently and interact with other students through Q&A about humanistic learning theory	Process assessment which includes: 1. attitude, 2. knowledge 3. skills 4. task	<ul style="list-style-type: none"> ▪ Assessment criteria: PAP ▪ Form of assessment : oral, written, portfolio 	7.5	1,2,3,4,5,6
15	Students are able to	Explain	Constructivist	Strategy:	Work	Process	▪ Assessment	10	25,26,27,2

Week	Sub-CLO	Indicator	Study Material	Learning Strategies	Student Learning Experience	Evaluation			Reference
						Type	Criteria	Weight (%)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	understand constructivist learning theory	constructivist learning theory	learning theory	1. Models: <i>STAD and NHT</i> 2. Methods: lecture, discussion, presentation, question and answer, assignment . With the provision of understanding independently and in groups, students strengthen each other's understanding of constructivist learning theory	independently, and interact with other students of different ethnicities in group discussions about constructivist learning theory	assessment which includes: 1. attitude, 2. knowledge 3. skills 4. task	t criteria: PAP ■ Form of assessment : oral, written, portfolio		8,29,30,31, 32,33
16	Final exams								

Coordinator of the Biology Education Study Program



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