



EDUCATION PROFESSION LESSON PLAN

	MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY MULAWARMAN UNIVERSITY FACULTY OF TEACHING AND EDUCATION SCIENCE BIOLOGICAL EDUCATION STUDY PROGRAM	No. Doc	3.8
		Release Date	July 6, 2020
		No Revision	3
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LESSON PLAN					
Subject	Course Code	Clusters of Courses	Weight (credit)	Semester	date Compilation
Education Profession	19050062W004	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. Elsy Theodora, M.Pd 3. Dr. Vandalita MM Rambitan, M.Si 4. Dr. H. Akhmad, M. Kes		 Dr. Hj. Herliani, M.Pd	
Learning Outcomes	Learning Outcomes of Study Program Graduates (LO-Study Program) 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 field of the role of education administration, in terms of School Management; teacher's role as education administrator, vertical organizational structure of the department of education and culture); on Tropical Rain Forests and Its Environment 2. Able to apply logical, critical, systematic, and innovative thinking in making strategic decisions by applying humanities values in the field of the role of education administration, in terms of School Management; teacher's role as education administrator, vertical organizational structure of the department of education and culture) 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	<p>This course examines: Teacher concept (understanding of profession and professional requirements, code of ethics, professional organization); the teaching profession and the requirements that must be possessed by teachers; Teacher competence (kTeacher competency, learning theory and learning principles): Counseling at school and the role of the teacher in its implementation; fieldAdministration in the teaching profession (Education administration, Education Administration function; School Management Administration; Teacher's role in Education Administration, Vertical Organizational structure of the Ministry of Education and Culture); The role of teachers in high school administration (curriculum administration, student administration, personnel administration, facilities and infrastructure administration, school and community relations administration); School organizational system and structure (understanding of school organizational system and structure, elements in the organizational structure of the department of education and culture, educational staff education institutions); Educational supervision (understanding of educational supervision, goals and objectives of supervision, principles of supervision, function of supervision, types of supervision, types of supervision techniques, mechanisms for implementing supervision,</p>	
Reference	<ol style="list-style-type: none"> 1. Mudjirahardjo. 2010. Professional Development of teachers 2. Purwanto. M. Ngalim. 2004. Educational Psychology. Bandung: PT Pemuda Rosdikarya. 3. Sanusi Ahmad. 1991. Study on the Development of Professional Educational Capital for Education Personnel. 	

Bandung: IKIP Bandung.
 4. Usman, Moh Uzer. 1990. Becoming a Professional Teacher. Bandung: Rosdakarya Teenagers

Learning Media		Software : 1. Powerpoint 2. Camptasia			Hardware : 1. Laptops 2. HP				
Prerequisite Courses (If any)		-							
meeting-to	Sub-CPMK	Indicator	Study Material	Learning Strategies (Models and Methods)	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 lecture indicators; 2) The purpose of the lecture; 3) Lecture techniques and assignments to the educational profession; 4) Learning evaluation techniques. 5) Explain the overall scope of the educational	1. Explaining the Lecture Contract 2. Explaining course descriptions from the education profession 3. Explain the meaning of the educational profession	1. Rights and obligations of lecturers and students, 2. Description of the educational profession course	<ul style="list-style-type: none"> Strategy: <ol style="list-style-type: none"> Models: Direct learning (conventional) Method: Lectures, Q&A, assignments Lecturer submits lecture contract, course description Explain the meaning of the educational profession seen from the concept, behavior, social 	Work independently and interact with other students of different ethnicities in group discussions about the meaning of the educational profession	Process assessment which includes: 1. attitude, 2. knowledge 3. skills 4. presence	<ul style="list-style-type: none"> Assessment criteria: PAP Form of assessment : oral, written, portfolio 	5	1,2,3, 4

	profession material in outline;			<p>strata in general and the community in the tropical rain forest area on the island of Kalimantan</p> <ul style="list-style-type: none"> • Students listen, and ask things that are not clear about the education profession in terms of concepts, behavior, social strata in general and people in tropical rainforest areas on the island of Kalimantan. • Lecturers give assignments to students related to the educational profession 					
2-3	Students are able to understand the concept of teacher	Explain the concept of teacher	Teacher concept: 1. Definition of Profession	<ul style="list-style-type: none"> • Strategy: 1. Models: <i>STAD</i> 2. Methods: lectures, 	Work independently, and interact with other students	Process assessment which includes: 1. attitude, 2. knowledge	<ul style="list-style-type: none"> ▪ Assessment criteria: PAP ▪ Form of assessment 	10	1,2,3,4

			<p>and Professional Requirements</p> <p>2. code of ethics</p> <p>3. Professional Organization</p>	<p>discussions, presentations, questions and answers, assignments on the concept of teacher training (definition of the profession and professional requirements, code of ethics, professional organizations.</p> <ul style="list-style-type: none"> ▪ Students can interact with other students, have tolerance, and feel equal to other students (soft skills) ▪ Students have responsibility for assignments (soft skills) 	discussing teacher concepts	<p>3. skills</p> <p>4. assignment</p>	: oral, written, portfolio		
4	Students understand the teaching profession and the requirements that must be possessed by teachers	Explain the teaching profession and the requirements that must be	The teaching profession and the requirements that must be possessed by	<p>Strategy:</p> <p>1. Models: STAD</p> <p>2. Methods: lecture,</p>	Work independently, and interact with other students	<p>Process assessment which includes:</p> <p>1. attitude,</p> <p>2. knowledge</p>	<ul style="list-style-type: none"> ▪ Assessment criteria: PAP ▪ Form of assessment 	7.5	1,2,3,4

		possessed by teachers	teachers	<p>discussion, presentation, question and answer, assignment.</p> <p>With the provision of understanding independently, and in groups, mutually strengthen understanding of the teaching profession and the requirements that must be possessed by teachers</p> <p>Students, under the guidance of lecturers, make related conclusions the teaching profession and the requirements that must be possessed by teachers</p>	<p>discussing about the teaching profession and the requirements that must be possessed by teachers</p>	<p>3. skills</p> <p>4. assignment</p>	: oral, written, portfolio		
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5-6	Students are able to understand 4 teacher competencies	<ol style="list-style-type: none"> 1. Explaining the 4 teacher competencies 2. Explain Learning Theory and Learning Principles 	<p>Teacher competence:</p> <ol style="list-style-type: none"> 1. Teacher Competence 2. Learning Theory and Learning Principles 	<p>Strategy:</p> <ol style="list-style-type: none"> 1. Models: <i>STAD</i> 2. Methods: lecture, discussion, presentation, question and answer, assignment. <p>With the provision of understanding independently, and in groups, mutually strengthen understanding of teacher competence and learning theory</p> <p>Students, under the guidance of lecturers, make related conclusions teacher competence and learning theory</p>	Work independently, interact with other students about teacher competence and learning theory	<p>Process assessment which includes:</p> <ol style="list-style-type: none"> 1. attitude, 2. knowledge 3. skills 4. assignment 	<ul style="list-style-type: none"> Assessment criteria: PAP Form of assessment : oral, written, portfolio 	15	1,2,3,4
7	Students can understand counseling guidance at school and	Explain the ways and techniques of implementing	Counseling at school and the role of the teacher	<p>Strategy:</p> <ol style="list-style-type: none"> 1. Models: <i>STAD</i> 	Work independently, interact with	<p>Process assessment which includes:</p>	<ul style="list-style-type: none"> Assessment criteria: PAP 	10	1,2,3,4

	the role of the teacher in its implementation	counseling guidance in schools and the role of teachers in its implementation	in its implementation	<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 the implementation of counseling guidance in schools and the role of teachers in its implementation</p> <p>Students, under the guidance of lecturers, make conclusions regarding the implementation of counseling guidance in</p>	other students about counseling guidance in schools and the role of teachers in its implementation	<p>1. attitude,</p> <p>2. knowledge</p> <p>3. skills</p> <p>4. assignment</p>	<p>Form of assessment : oral, written, portfolio</p>		
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				schools and the role of teachers in its implementation					
8	Mid-Semester Exam								
9-10	Students can understand education administration in the teaching profession	Explaining administration in the teaching profession	Administration in the teaching profession: 1. Education Administration 2. Educational Administration Function 3. School Administration 4. The Role of Teachers in Educational Administration 5. Vertical Organizational Structure of the Ministry of Education and Culture	Strategy: 1. Models: <i>STAD</i> 2. Methods: lecture, discussion, presentation, question and answer, assignment With the provision of understanding independently, and in groups, students in addition, strengthen each other's understanding of administration in the teaching profession	Work independently, and interact with other students of different ethnicities in group discussions about administration in the teaching profession	Process assessment which includes: 1. attitude, 2. knowledge 3. skills 4. assignment	<ul style="list-style-type: none"> ▪ Assessment criteria: PAP ▪ Form of assessment : oral, written, portfolio 	15	1,2,3,4
11-12	Students can understand the role of	Explain the role of teachers in	The role of teachers in	Strategy: 1. Models:	Work independently	Process assessment	<ul style="list-style-type: none"> ▪ Assessment criteria: 	15	1,2,3,4

	the teacher in secondary school administration	secondary school administration	secondary school administration: 1. Curriculum administration 2. Student administration 3. Personnel administration 4. Administration of facilities and infrastructure 5 Administration of school and community relations	<i>STAD</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 the role of teachers in high school administration	and interact with other students through Q&A about the teacher's role in high school administration	which includes: 1. attitude, 2. knowledge 3. skills 4. assignment	PAP ▪ Form of assessment : oral, written, portfolio		
13	Students can understand the school's organizational system and structure	Explain the school system and organizational structure	System and school organizational structure; 1. Understanding the System and Organizational	Strategy: 1. Models: <i>STAD</i> 2. Methods: lecture, discussion, presentation, question and answer, assignment With the provision of	Work independently and interact with other students through questions and answers about the school's organizational system and structure	Process assessment which includes: 1. attitude, 2. knowledge 3. skills 4. assignment	▪ Assessment criteria: PAP ▪ Form of assessment : oral, written, portfolio	7.5	1,2,3,4

			<p>Structure of the School.</p> <p>2. Elements in the Organizational Structure of the Ministry of Education and Culture</p> <p>3. Educational Personnel Education Institutions</p>	<p>understanding independently, and in groups, students strengthen each other's understanding of the school's organizational system and structure</p>					
14-15	Students can understand about educational supervision	Explain about educational supervision	<p>Education supervision:</p> <ol style="list-style-type: none"> 1. Definition of Educational Supervision 2. Objectives and Objectives of Supervision 3. Principles of Supervision 4. Supervision Function 5. Types of Supervision 6. Types of Supervision Techniques 7. Supervision Implementation Mechanism 	<p>Strategy:</p> <ol style="list-style-type: none"> 1. Models: <i>STAD</i> 2. Methods: lecture, discussion, presentation, question and answer, assignment <p>With the provision of understanding independently and in groups, students strengthen each other's understanding</p>	Work independently and interact with other students through questions and answers about educational supervision	<p>Process assessment which includes:</p> <ol style="list-style-type: none"> 1. attitude, 2. knowledge 3. skills 4. assignment 	<ul style="list-style-type: none"> ▪ Assessment criteria: PAP ▪ Form of assessment : oral, written, portfolio 	15	1,2,3,4

			8. Supervision Device	of educational supervision					
16	Final Semester Exam								

Coordinator of Biology Education Study program

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Samarinda, March 10, 2020
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