



THE MODULE PREPARATION OF EDUCATION
FOUNDATION COURSES IN
INDONESIA

UNIVERSITAS TERBUKA

by

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paper presented to ASEAN research
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OFFICE OF EDUCATIONAL AND CULTURAL RESEARCH AND DEVELOPMENT (BP3K) IN COOPERATION WITH INDONESIA OPEN UNIVERSITY, MINISTRY OF EDUCATION AND CULTURE INDONESIA
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Introduction

This paper contains a follow up study of the relevance Education Foundation Courses in teacher Education Programs to the Teaching Learning Process in Indonesian School, Second Collaborative Research in Teacher Education Reform, phase I, ASEAN Development Education Project (ADEP).

The subject presented in this paper is the module preparation of teacher education foundation courses in Indonesia which is carried out by the Office of Educational and Cultural Research and Development (BP3K) in cooperation with Indonesian Open University (Universitas Terbuka Indonesia).

This is written as a report to the Research Evaluation Meeting of Teacher Education Reform in Manila March 3 to 9, 1985.

1. Background Issues

One of the sub projects in ASEAN Education Development project is teacher education reform.

In this Sub Project, the relevance of Education Foundation Courses in the Teacher Education Programs to the Teaching Learning Process in Indonesia was studied.

The study concluded that the teacher education foundation courses that were related to the basic skills needed by the teachers were necessary. As a matter of fact some of Indonesia teachers have not had any education foundation courses.

Training in this field had been conducted to improve the quality of teacher in Indonesia that must be mastered, but based on the study the training did not improve perception of the teacher and did not have positive effect on the teachers performance in classes. There are several possible explanation :

Firstly, perhaps teacher training did not include specific teaching skills needed by teachers to their teaching ability.

Secondly, teacher training was not designed properly enable teachers to have enough opportunity to practice the skills before applying them.

Thirdly, there was no follow up activity to evaluate whether or not teachers implemented the skills in produced in teacher training.

Fourthly, condition in the school did not encourage teacher to practice and to try out what they have learned in teacher training. Many of them returned their previous behavior patterns.

Therefore the teacher who have not had education foundation courses and other subject matter will be going to study by the Distance Learning System (DLS), next academic year.

These teacher foundation courses are written in module forms that will be studied by the teachers enrolled in Indonesian Open university (Universitas Terbuka).

2. Module of Education Foundation Courses

Modules of Education Foundation Courses consist of:

- a. Philosophy of Education
- b. Sociology of Education
- c. Educational of Psychology
- d. Instructional strategy

These modules are prepared for Junior High School Teachers who will participate in inservice training through D₂ (Diploma 2) in Indonesia Open University, Academic year 1985/ 1986.

The teachers are approximately about 15.000 in the 27 provinces of Indonesia.

3. Systematic Form of Module

A set of instructional matters consists of four components ;

- I. Printed Subject Matter Booklets
- II. Work Books
- III. Instructional Media
- IV. Summative Test

I. Printed Subject Matter Booklets

1. Preface

- 1.1. Brief explanation of the module
- 1.2. Relation of the module content to student knowledge
- 1.3. Advantage in managing module content by students in every day practice

2. Instructional Goals

3. Instructional Objectives

4. Learning activitie.

4.1. Learning.....

- 4.1. Learning activity 1 (part 1)
 - 4.1.1. Explanation of, concepts, principles, procedures or theories part 1
 - 4.1.2. Sample of activities events related to the above explanation
 - 4.1.3. Exercise 1, followed by instruction how to solve it
 - 4.1.4. Summary
 - 4.1.5. Formative test 1, consisting of 10 items of objective test for social science or 5 items for science
 - 4.1.6. Feed back
- 4.2. Learning activity 2 (part 2)
 - 4.2.1. Explanation of, concepts, principles, procedures or theories part 2
 - 4.2.2. Sample of activities or events related to the above explanation
 - 4.2.3. Exercise 2, followed by the instruction how to solve it
 - 4.2.4. Summary
 - 4.2.5. Formative test 2, consisting of 10 objective test for social science or 5 items for science
 - 4.2.6. Learning activity 3 (part 3) and so on, as above.

5. Key of formative Test answer

5.1. Key formative test answer 1

5.1.1. Answer to formative test for learning activity 1 (with suggested salution and logical explanation leading to the right answer).

5.1.2. Method of scoring the answers

5.1.3. Method of interpreting scores achieved

5.2. Key of formative test anwer 2

5.2.1. Answer to formative test for learning activity 2 (with suggested salution and logical explanation leading to the right answer).

5.2.2. Method of scoring the answer

5.2.3. Method of interpreting scores achieved

5.3. Key of Formative test 3 etc. Composed as key of formative test 1 and 2

6. Quesionaer about the Module

7. List of Refernce suggested to be read

Amount of pages

- | | |
|-----------------------------------|--|
| 1. Science | : + 35 pages for each module |
| 2. Sosial science | : + 50 pages for each module |
| 3. 1 Semester credit system (SKS) | : 3 module + pages for science or 150 pages for social science |

Front Page

1. Tittle :

SUBJECT MATTER BOOKLETS

2. Tittle, code no. of subject and amount semester credit system (SKS) :

INSTRUCTIONAL STRATEGY

UNT 100/2 SKS/MODULE 1 - 3

3. Writer/Author

ZAINUL ITTIHAD AMIN

4. Lower part

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Paper size

End results are typed in quarto size paper while concepts typed in folio size. The second page contains :

1. Tittle of subject matter booklets 1, 2, 3 etc.

2. Tittle and module code no.

3. Tittle code no. of subject

4. Lower part

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II. Work Book

1. Instruction(s)
2. Space to do exercises
3. Answer sheets for formative test 1
4. Space for counting mastery level
5. Question on whether or not students have understood explanation samples and instruction given. This would decide whether the student should proceed to the next activity or revise the material just learned
6. Space for doing exercise 2
7. Answer sheets for formative test 2
8. Space for counting mastery level
9. Question on whether or not students have understood the explanation, samples and instructions given. This would decide whether the student should proceed to the next activity or revise the material just learned
10. The same procedures is repeated for formative test 3 and so on.

Pront page

1. Tittle
2. Tittle and Module code no.
3. Tittle and subject code no. SKS
4. Lower part

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The second page will also be used to separate Work Book 1 (for module 1) and Work Book 2, 3, etc.

1. Tittle

Work Book

2. Tittle and Module code

3. Tittle and subject, code no.

4. Lower part

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III. Supportive Media

Supportive media are those for increasing effectiveness of the main printed module. For the first year's supportive media are audio cassetes and instructional TV.

IV. Unit Test (Summative Test)

They consist of :

1. Instruction and length of time to ^{will} complete the test. ✓
2. 40 - 50 test items on considered relevant instructional objectives in module. Tests are exerted in objective test forms since subjective one (essay) is imposible to administer.

Amount of pages

Amount of pages as needed

Front page

1. Title : Unit Test
(Summative Test)
2. Module : 2.1. Title of subject
Identification : 2.2. Title & code no. of Module

Paper size

End results are typed in quarto size paper, while concepts are written in folio size paper.

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4. Procedures for module preparation

The module preparation will start by identifying educators from the various Indonesian Institute of Teacher Training (IKIPs) who are willing to be module writers. These educators are expected to be senior lectures who have enough experience in teaching foundation courses at their respective Institute of Teacher Training (IKIPs) or University.

After identifying the module writers, a series of workshop will be conducted to prepare the course outlines for the deferent subject areas. The writers will also prepare the guidelines for module writing.

The course outlines and the guidelines for module writing will be sent to a Development Program Task Force¹ of the Indonesian Open University for review and approval. Then the writer will start preparing the first draft of the modules in their own institutes/Universities. The first draft of the modules will be sent again to the Development Program Task Force for review and revision.

After the first draft has been approved by the Development Program Task Force, the module writers will return to their respective institutes/Universities to prepare the second draft of the modules.

¹The Development Program Task Force is one of many non-structural units in the Indonesian Open University. Many experts are members of Task Force.

After the first draft has been^l approved by the Development ✓
Program Task Force, the module writers will return to their res -
pective institutes/Universities to prepare the second draft of
the modules.

Another workshop will be conducted among module writers
and the Development Program Task Force to finalize the revised
draft. The revised module will be tried out to selected students⁷
and lectures/tutors who will be asked to give comment/suggestion⁰
on the content and other matters related to the improvement of the
modules.

Resulte of this tryout will be used in revising and fi -
nalizing the modules which will be printed so that they can be
ready for dissemination and use of teachers.

These modules are being prepared for junior high school
teachers (approximately 15,000 teachers) who will undergo in-
service training through D₂ program (Diploma₂) in the Indonesian
Open University for academic year 1985-1986.

Unlike other countries, the Indonesian Project has just
started in December 1984 and is expected to be completed by
August 1985. However, a sample of one exemplar material will be
sent to NADEC Philippines in April 1985 for inclusion in the
final Regional Report.

5. Time table

- | | |
|----------------------------------|---|
| 1. December, 20 to 25, 1984 | - Preperation of course out line |
| 2. December 26, to March 1, 1985 | - Module writing |
| 3. March 2 to March 31, 1985 | - Typing |
| 4. April 1 to 5, 1985 | - Review (workshop) |
| 5. April 10 to 30, 1985 | - Try out |
| 6. May 1 to 5, 1985 | - Modul revision (workshop) |
| 7. May 7 to 30, 1985 | - Typing and print |
| 8. June 1 to 30, 1985 | - Translation of module |
| 9. July 1 to 10, 1985 | - Review of translated modul (workshop) |
| 10. July 15 to 30, 1985 | - Typing and print |