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Name - Student ID : 1. Raniati Febriana Mone - 01314200015
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 3.
 Faculty : Faculty of Education
 Study Program : Primary Teacher Education
 Campus Location : Jakarta
 Type of Final Assignment : Final Project
 Title :

THE ROLE OF SHEPHERD TEACHER TO CREATE MEANINGFUL LEARNING THROUGH FOUR COMPONENTS OF CHRISTIAN TEACHING

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UNIVERSITAS PELITA HARAPAN
FACULTY OF EDUCATION

FINAL PROJECT SUPERVIOR'S APPROVAL
THE ROLE OF SHEPHERD TEACHER TO CREATE
MEANINGFUL LEARNING THROUGH FOUR
COMPONENTS OF CHRISTIAN TEACHING

By:

Name : Raniati Febriana Mone

ID Number : 01314200015

Study Program : Primary Teacher Education

has been examined and approved to be presented and defended in a comprehensive examination for Degree of *Sarjana Pendidikan*, Primary Teacher Education Program, Faculty of Education, Universitas Pelita Harapan

Jakarta, October 7th, 2022

Approval Signatories:

Supervisor

(Atalya Agustin, M.Pd.)

Department Chair

(Atalya Agustin, M.Pd.)

Dean

(Oh Yen Nie, S.E., M.Ed.)



UNIVERSITAS PELITA HARAPAN
FACULTY OF EDUCATION

FINAL PROJECT EXAMINER PANEL'S APPROVAL FORM

On Wednesday, October 26th, 2022 a comprehensive examination was conducted as a partial fulfillment of academic requirements for degree of *Sarjana Pendidikan*, Primary Teacher Education Program, Faculty of Education, Universitas Pelita Harapan, named:

Name : Raniati Febriana Mone
ID Number : 01314200015
Study Program : Primary Teacher Education
Faculty : Education

with title "THE ROLE OF SHEPHERD TEACHER TO CREATE MEANINGFUL LEARNING THROUGH FOUR COMPONENTS OF CHRISTIAN TEACHING"
by an examiner panel which comprised of:

Name	Position in the Panel	Signature
1. Siane Indriani, S.S., M.Pd.	, Chairman	
2. Meicky Shoreamanis Pangabean, S.S., M.Pd.	, Member	
3. Atalya Agustin, M.Pd.	, Member	

Jakarta, October 26th, 2022

FOREWORD

Praise the Lord Jesus Christ for His continual grace and blessings that I have been able to finish this final paper. It is He who has guided me along the journey and renewed my strength each day to finish this well. All glory belongs to Him.

This final project with title “THE ROLE OF SHEPHERD TEACHER TO CREATE MEANINGFUL LEARNING THROUGH FOUR COMPONENTS OF CHRISTIAN TEACHING” is prepared and written as partial fulfillment of academic requirements for degree of *Sarjana Pendidikan*, Universitas Pelita Harapan, Jakarta.

I realize that without supervision, support and prayers from every party, it is impossible to finish this final project in timely manner. Therefore, I would like to express my gratitude for the following people whom He has sent to walk and share with me through this journey. Along the way, they have supported me through prayers as well as words of encouragement. May God bestow His abundant blessing upon you:

1. Oh Yen Nie, S.E., M.Ed., the Dean of Faculty of Education.
2. Atalya Agustin, M.Pd., the Department Chair of Primary Teacher Education Program.
3. Atalya Agustin, M.Pd., the supervisor who supervised and gave me many input.
4. Ganda Sari, S.T., M.A., the Academic Advisor who gave me encouragement.
5. Daud Mone and Arni Betakore, my parents who always pray for me.

6. Ikesy Maresa Mone and Oyvind Gilbert Mone, my siblings who gave me motivation.
7. Simson Laki Thome and Maria Laki Thome, my uncle and aunt who take care of me.
8. 19ED1, my classmates who gave many encouragements.
9. Jessica Al Vensky Tokoh, Putri Natalia Elita Enimau, Yemima Ananda Nugraheni, my partners who helped me during this writing process.
10. All people who helped and gave me encouragements.

Lastly, I am fully aware that there are things than can be improved in this study. Thus, critics and suggestions from readers will be useful. Hopefully, this study will be beneficial for every party reading it.

Jakarta, October 7th, 2022



Raniati Febriana Mone

APPENDICES

Problems that found in the classrom

Teaching Reflection

The first time I tried to teach was on August 16th, 2022. I taught Language and the topic was High Frequency Word: Is and is. At that time, I already had a pretty good relationship with the students. This was because I have spent 3 weeks with students at school since their first day of school. While in class, my role is to guide students so that students can understand what I teach. An example is providing guidance to students who are working on a worksheet. Then, when dealing with parents, I was friendly and polite so that parents felt safe when their children were taught by me.

However, I feel that I have a weakness when it comes to preparing for online learning. I only relied on PowerPoint so when I had problems with the device when sharing the screen, I was confused about what to do. I am grateful that I have a mentor who is willing to help me share screens so that I can continue my learning. From this, I learned to train myself to remain calm when experiencing obstacles while teaching.

I believe that an important principle for a student to understand the Bible is an understanding of creation, fall, redemption, and sanctification. When students can understand these four things, students will understand what they must do as a child of God who has been redeemed. Then in learning, each student is unique, there are those who like to listen, move, read, write, and pay attention to the images on the screen. Each form of this learning style can be seen when students had online or onsite learning.

The main goal in biblical learning is to give students a complete understanding of God and His creation. It is important that students understand their role in obeying God. When teaching, God helps me so that I remain patient in guiding students so that the learning objectives that have been designed can be carried out. In the lesson plans, an important component that needs to be included is class activities. This is important so that learning continues to run systematically. I used an inquiry strategy with lecture and question and answer methods. In this context, learning is carried out online, so I taught through the Teams and using PowerPoint. My learning began by greeting the students and ended by saying thank you to the students. Learning did not begin with prayer and checking the attendance of students because it has been done at the time of devotion and at the end of the devotion at the beginning of learning. The learning environment that I chose

was a simple learning environment so that students don't feel pressured while studying. This is very important so that students can enjoy the learning process and want to continue learning.

Then, students also worked on the worksheets in guided exercises. I guide students to work on the worksheet. Therefore, the whole learning aims to achieve 3 domains, namely affective, cognitive, and psychomotor. The assessment includes 3 criteria, namely follow classroom rules (affective), recognize the difference of Is and is (cognitive), and use left or right hand skilfully (psychomotor). The goal of this assessment is to be able to see the progress of each student through the worksheet they are working on.

I realized that I had many shortcomings in my first day of teaching. This is because I was unprepared so that the class was not very conducive, but I am grateful that the students still showed their enthusiasm when learning, answering questions, and asking questions.



LESSON PLAN

School : Sekolah Dian Harapan Lippo Village
Subject : Mathematic
Semester/Class : 1/K3B
Topic : 2D Shapes
Date : August 19th, 2022
Time Allocation : 30 minutes

BIBLICAL CHRISTIAN WORLDVIEW:

Wonderfully Made

God said, "Let us make man in Our image and likeness, so that they may rule over the fish of the sea and the birds of the air, and over the livestock, and over all the earth and over every creeping thing that creeps on the earth." So, God created man in his own image, in the image of God he created him; male and female He created them (Genesis 1:26-27).

The LORD God took the man and placed him in the garden of Eden to cultivate and care for the garden (Gen. 2:15).

At the end of the creation of the universe, God created man as the most beautiful "Crown" of all His creation. God created man in His own image and example, with the capacity to relate to Himself and then give responsibility to humans as managers of the Earth. Created in God's image and example, we can then relate in Love with God, and be given the responsibility to care for, develop, and enjoy the earth with a spirit of love for others. We are also created as holistic beings, including physical, mental, social, and spiritual. (Translation and editorial by PDCE of the SPH worldview discussion document by Dan Fannell, 2001)

God uses our unique talents and gifts to fulfill His calling in our lives. All, men and women, married or unmarried, young and old – every variation and difference in our humanity – we are called to represent God, because He is the creator of us all. Life is a God-given gift to us, and we are called to work and grow all living things, protecting them from anything that could harm, especially the unborn and the weak, the poor.

and papa. God created each of us with a purpose to glorify Him on earth in every aspect of our lives. We are sinners and have fallen short of the glory of God. Our true identity is based on Jesus Christ.

(Translation and editorial by PDCE from "Our World Belongs to God" Christian Reformed Church, 2008)

TEACHING AND LEARNING MATERIAL:

KEY CONCEPTS:

Communication, Uniqueness, Responsibility, Identity

ENDURING UNDERSTANDING:

God create us uniquely according to His image and likeness to glorify Him

ESSENTIAL QUESTION:

1. How do I different and alike with my friends (name, age, gender, physical appearance, activity, hobbies, beliefs)?
2. How do we respect others' uniqueness?

CORE COMPETENCE (KJ):

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku hidup sehat, rasa ingin tahu, kreatif dan estetis, percaya diri, disiplin, mandiri, peduli, mampu menghargai dan toleran kepada orang lain, mampu menyesuaikan diri, tanggungjawab, jujur, rendah hati dan santun dalam berinteraksi dengan keluarga, pendidik, dan teman.
3. Mengenali diri, keluarga, teman, keluarga, teman, keluarga, teman, pendidik pendidik, lingkungan, lingkungan sekitar, agama, teknologi, seni, dan budaya di rumah, tempat bermain dan satuan PAUD dengan cara: mengamati dengan indera (melihat, mendengar, menghidu, merasa, meraba); menanya; mengumpulkan informasi; menalar, dan mengomunikasikan melalui kegiatan bermain.
4. Menunjukkan yang diketahui, dirasakan, dibutuhkan, dan dipikirkan melalui bahasa, musik, gerakan, dan karya secara produktif dan kreatif, serta mencerminkan perilaku anak berakhlak mulia.

BASIC COMPETENCE (KD):

- 1.3 Menghargai Yesus dengan memuji Pribadi, karakter, dan pekerjaan-Nya.
- 2.3 Mengikuti aturan kelas (aktivitas, rutinitas).
- 3.12 Mengenali keaksaraan awal melalui bermain.
- 4.12 Menunjukkan kemampuan keaksaraan awal dalam berbagai bentuk karya.

INDICATORS:

- 1.3.1 Students are able to control themselves in the class.
- 2.3.1 Students are able to follow ~~do~~ all the procedures and rules in the class.
- 3.12.1 Students are able to identify ~~select~~ the kinds type of 2D shapes.
- 4.12.1 Students are able to complete the worksheet of 2D shapes.

DIAGNOSIS	<p>Cognitive:</p> <ol style="list-style-type: none"> 1. 80% of the students are able to name the type of 2D shapes. <p>Affective:</p> <ol style="list-style-type: none"> 1. 70% of the students are able to sit <u>nice</u>ly and <u>listen hear</u> attentively <u>nicely</u> when the class starts 2. 60% of the students are able to answer the <u>question</u>s when teacher asks <p>Psychomotor/skill:</p> <ol style="list-style-type: none"> 1. 60% of the students are able to connect the dots into the shapes
LEARNING GOALS	<p>Cognitive:</p> <ol style="list-style-type: none"> 3.12.1.1 Students will be able to differentiate <u>the type kinds</u> of 2D shapes 80% correct. 3.12.1.2 Students will be able to identify <u>the type kinds of</u> 2D shapes 80% correct. <p>Affective:</p>

	<p>1.3.1.1 Students will be able to show the obedience to follow the class rules 70% well</p> <p>1.3.1.2 Students will be able to practice in following the class rules 70% well</p> <p>Psychomotor/skill:</p> <p>4.12.1.1 Students will be able to follow the instruction to color, trace, and connect on the worksheet about 2D shapes 80% correct.</p>
TEACHING & LEARNING STRATEGY/METHOD	<p>Teaching & Learning Strategy: Inquiry</p> <p>Teaching & Learning Method: Lecture, Question and Answer</p>

Activity	Procedure	Materials	Time
<p>OPENING</p> <p>Gaining attention Transfer learning goals (its correlation with the information given)</p>	<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher tells the students that they are going to learn about pattern 3. Teacher asks about what they learned in the last meeting 4. Teacher tells the learning goals 5. Teacher reminds the students to mute, unmute, and raise hand. 	PowerPoint, Teams	5 minutes
<p>PRESENTATION</p> <p>Explain information Use concrete (and non-concrete) examples Check understanding</p>	<ol style="list-style-type: none"> 6. Teacher explains about 2D shapes. 7. Teacher asks about the name of each 2D shapes. 	PowerPoint, Teams	10 minutes
<p>GUIDED PRACTICE</p> <p>Related with learning materials Tangible actions (e.g., being active) Practice without penalty</p>	<ol style="list-style-type: none"> 8. Teacher tells students to prepare the learning kit 9. Teacher tells students to follow the instructions in completing the 2D shapes worksheet 10. Teacher gives the example of completing one of the patterns 	PowerPoint, Teams, pencil, learning kit/worksheet about 2D shapes, color pencils	15 minutes
<p>CLOSING</p> <p>A review of the lesson from students The informing of results from the teacher Re-check understanding</p>	<ol style="list-style-type: none"> 11. Teacher reviews today's material 12. Teacher asks students to tidy up 13. Students tidy up their stuff 	PowerPoint, Teams	5 minutes
<p>INDIVIDUAL PRACTICE</p> <p>Aim of readiness Type, time, and feedback</p>	Students can complete their learning kit/worksheet about 2D shapes if they have not done yet.	PowerPoint, pencil, learning kit/worksheet about 2D shapes, color pencils	
Reflection After Teaching	<p>On my third opportunity to teach, I was quite nervous and confused when facing problems related to devices and internet connections. I also realized that I did not follow the structure that I made in the lesson plan, but I tried to guide students in understanding the material, giving students opportunities to ask questions, and give their opinions. I am grateful because</p>		

	students were enthusiastic when coloring, tracing, and connecting into 2D shapes. My commitment is to be more confident when teaching.		
REFERENCE			

Made by,
Raniati Febriana Mone
01314200015
PGSD-Bahasa Inggris

Rubrics

Affective				
Follows classroom rules (activities, routines)				
Name	HC	C	D	NT
	Sit and listen nicely during the class	1-3 times didn't sit and listen nicely the class	Need help of others to sit and listen nicely during the class	Struggle to sit and listen nicely during the class
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				

Jonas				
Kayley				
Gabin				
Lucas				
Micha				
Michelle				
Denzel				
Philip				
Quinn				

Cognitive				
Classify 2D Shapes				
Name	HC	C	D	NT
	Classify 2D shapes correctly	1-3 mistakes in classifying 2D shapes	Hesitant in classifying 2D shapes	Struggle to classify 2D shapes
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				
Jonas				
Kayley				
Gabin				
Lucas				

Micha				
Michelle				
Denzel				
Philip				
Quinn				

Psychomotor				
Use left or right hand skillfully in coloring, tracing, and connecting				
Name	HC	C	D	NT
	Use left or right hand skillfully in coloring, tracing, and connecting correctly	Need some help in using left or right hand skillfully in coloring, tracing, and connecting correctly	Hesitant in using left or right hand skillfully in coloring, tracing, and connecting	Struggle in using left or right hand skillfully in coloring, tracing, and connecting
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				
Jonas				
Kayley				
Gabin				
Lucas				
Micha				
Michelle				
Denzel				
Philip				
Quinn				

Mentor's feedback

I have noticed that Ms. Rani's lesson plan is well-organized. This surely helps Ms. Rani to deliver the lesson materials smoothly to the students during the learning process. Keep up the good work, Ms. Rani.

September 4, 2022



Theresia Atikasari, S.S

Teaching Reflection

The fifth time was on August 23rd,2022. I taught Language and the topic was Here and here. I already had a pretty good relationship with the students. This was because I have spent almost 5 weeks with students at school since their first day of school. While in class, my role was to guide students so that students can understand what I teach. In every activity that students do in class, I tried to stay with them and help each one of them. A teacher cannot give attention and treatment only to students who are considered good but must be fair to all students (Zendrato, Putra, Cendana, Susanti, & Munthe, 2019). Therefore, the teacher must show his love for all students, both active and passive during learning.

In this topic, I gave an opportunity for students to arrange the cards into a sentence according to the example shown on the screen. While teaching this topic, I also visited each table to see their process of putting the cards together. I also guide some students who still don't know how to arrange the cards into a sentence. I am very grateful because 85% of the students were very enthusiastic when compiling each card. 15% of the students were still confused in arranging the cards but they took the initiative to ask me to help them. The students also looked serious when arranging the cards. I believe that this is because God helps every student so that they have the eagerness to study.

In this whole lesson, there are three criteria that can be assessed. The three criteria are follow classroom rules (affective), recognize the difference of Here and here (cognitive), and use left or right hand to arrange cards (psychomotor). We can see these three criteria directly during the learning process.

When I taught this class, I chose the same strategy every day because I feel that this strategy and method is very effective for kindergarten students. With the question-and-answer method, I could give students many opportunities to ask questions and provide their own answers. I also realize that this kind of interaction really helps Kindergarten students to develop their speaking skills.

Then the learning environment that I choose is a simple learning environment that can make students feel comfortable and happy when learning. However, I feel that in this lesson, I have not provided a pleasant environment because students only learn about Here and here without media

such as songs or videos. Therefore, I also feel that this learning did not facilitate the various learning styles of students.

References

Zendrato, J., Putra, J. S., Cendana, W., Susanti, A. E., & Munthe, A. P. (2019). *Kurikulum Bagi Pemula*. Surakarta, Indonesia: Percetakan CV Oase Group.



Teacher implemented four components of Christian teaching

Teaching Reflection

The second time was on August 16th, 2022. I taught Mathematic and the topic was about Pattern. My relationship with the students was going well since I've been spending my time with them since their first day of school. During learning process, I tried to guide students in understanding what I teach. I did this by asking them about what they did not understand and then I would explain it again. Before that, I prepared myself by getting to know each student. I tried to remember all the names of students and know their habits when studying in online classes. It really helped me to teach so I could reach all students.

Each student has their own uniqueness. Some like to write, listen, move, read, and see pictures or colours on the screen. This was indicated by the fact that some students listened with serious faces, moved a lot when learning takes place, read the words on PowerPoint slides, and others. In addition to showing their own uniqueness, students also showed an enthusiastic attitude during learning. This made me enjoy learning because about 90% of students actively asked and answered questions. The rest 10% of the students were still shy in answering so I needed to guide them in answering.

The main purpose and goal in teaching biblical learning is to lead students to a proper understanding of God and His creation. In this lesson, I try to explain about one example of a pattern in creation, namely day and night. I believe that with God's guidance, students can understand what I teach and love God more. In addition, I am grateful that God helps me in teaching so that the learning objectives could be achieved, and students seemed happy when learning.

In the lesson plan, an important component that needs to be included is a diagnosis. I consider this important because diagnosis helps us to determine what kind of learning goals our students are likely to achieve. If we do not know the initial diagnosis of our class, then we also do not fully know our class. Therefore, the diagnosis must be written correctly so that it helps us to design the whole lesson. In this case, the strategy I use is still the same, namely inquiry with lecture and question and answer methods. I feel this method is quite effective in my class because I could interact with students during the lesson. I also use the worksheet to be an exercise for students to recognize patterns. However, because learning is still carried out online, I

can only guide them to work on the worksheet remotely. But I am still grateful because every student seems to really enjoy the process of working on the worksheet on Pattern.

The learning environment I chose was a relaxed and fun environment. I managed it by explaining the material in an easy-to-understand language, not forcing students to finish worksheets quickly, and inviting students to interact by telling stories about what they like. In this topic, some of the criteria assessed are follow classroom rules (affective), recognize pattern of AB and ABC (cognitive), and paste the pattern of AB and ABC. These three criteria help me to see the progress of students in participating in class activities.





UPH Teachers College

FORM MENTOR FEEDBACK

Student Teacher Name : Raniati Febriana Mone

Class : K3B

Topic : Pattern

Subject: Mathematic

Date : August 16th, 2022

Description of the assessment: 1=Not enough, 2=Enough, 3=Good, 4=Very good

ASPECTS	1	2	3	4	Description (Strengths and/weaknesses)
Opening					
<ul style="list-style-type: none"> Attract students' attention before teaching Delivering learning objectives (Cognitive, Affective, Psychomotor) Motivate student Review lessons and check student understanding 				Y	
Presentation					
<ul style="list-style-type: none"> Mastering the concept of material Explain the material in a systematic and structured way Emphasize important concepts Check student understanding 				Y	
Teaching Method					
<ul style="list-style-type: none"> Varies (Mis; Lectures, discussions, presentations, games, etc) Effective in accommodating the achievement of online learning goals 				Y	
Practical Guidance					
<ul style="list-style-type: none"> Clear instructions Involve all students Encouraging underprivileged students 				Y	
Use of learning resources/media					
<ul style="list-style-type: none"> Appropriate and precise Effectively support learning 				Y	
Class management					
<ul style="list-style-type: none"> Can organize learning conducive There are rewards and consequences according to the agreement Provide appropriate and consistent responses to student behavior 				Y	
Time Management					
<ul style="list-style-type: none"> Start on time Done on time Allocate each time well for each stage of learning 				Y	
Closing					
<ul style="list-style-type: none"> Brief review of the material being taught Reinforce learning objectives Provide motivation/advice Giving Homework 				Y	
Behavior Management While Teaching					
<ul style="list-style-type: none"> Managing emotions properly Act professional 				Y	
<p>Implementation of Christian values: <u>I noticed that Ms. Rani could implement Christian Values by respecting the students' opinions, ideas, and thoughts during the learning process. Her encouragement words made the students involve the lesson enthusiastically. What a terrific job Ms. Rani did!</u></p>					

Overall Comment:

What an awesome job that Ms. Rani had already done in delivering the lesson to the students in class. She explained the material systematically and structured way. Moreover, Ms. Rani provided some examples of AB and ABC patterns and gave opportunities for some of the students to follow the pattern in the presentation session. I do hope that Ms. Rani will continue doing this good job!

September 4, 2022



Theresia Atikasari, S.S



UPH Teachers College

FORM MENTOR FEEDBACK

Student Teacher Name : Raniati Febriana Mone

Class : K3B

Topic : 2D Shapes (Triangle and Rectangle)

Subject: Mathematic

Date : August 24th, 2022

Description of the assessment: 1=Not enough, 2=Enough, 3=Good, 4=Very good

ASPECTS	1	2	3	4	Description (Strengths and/weaknesses)
Opening					
<ul style="list-style-type: none"> Attract students' attention before teaching Delivering learning objectives (Cognitive, Affective, Psychomotor) Motivate student Review lessons and check student understanding 				√	
Presentation					
<ul style="list-style-type: none"> Mastering the concept of material Explain the material in a systematic and structured way Emphasize important concepts Check student understanding 				√	
Teaching Method					
<ul style="list-style-type: none"> Varies (Mis; Lectures, discussions, presentations, games, etc) Effective in accommodating the achievement of online learning goals 				√	
Practical Guidance					
<ul style="list-style-type: none"> Clear instructions Involve all students Encouraging underprivileged students 				√	
Use of learning resources/media					
<ul style="list-style-type: none"> Appropriate and precise Effectively support learning 				√	
Class management					
<ul style="list-style-type: none"> Can organize learning conducive There are rewards and consequences according to the agreement Provide appropriate and consistent responses to student behavior 				√	
Time Management					
<ul style="list-style-type: none"> Start on time Done on time Allocate each time well for each stage of learning 				√	
Closing					
<ul style="list-style-type: none"> Brief review of the material being taught Reinforce learning objectives Provide motivation/advice Giving Homework 				√	
Behavior Management While Teaching					
<ul style="list-style-type: none"> Managing emotions properly Act professional 				√	
Implementation of Christian values:					
<p><u>What a good Job Ms . Rani did in iplementing Christian values. Ms. Rani could treat the students fairly. She gave oportunities to every student to answer the questions in class. Great!</u></p>					

Overall Comment

It is great to see that Ms. Rani invited the students to sing the song of "Shapes" and did the movement as well. This activity was good to attract the students' attention before the lesson started. In a guided activity, I noticed that Ms. Rani could explain and give clear instructions to the students. As a result, the students could identify and classify the shapes pictures easily and independently. Terrific job!

September 4, 2022



Theresia Atikasari, S.S



LESSON PLAN

School : Sekolah Dian Harapan Lippo Village
Subject : Mathematic
Semester/Class : 1/K3B
Topic : Count by Rote 1-30
Date : August 22nd, 2022
Time Allocation : 30 minutes

BIBLICAL CHRISTIAN WORLDVIEW:

Wonderfully Made

God said, "Let us make man in Our image and likeness, so that they may rule over the fish of the sea and the birds of the air, and over the livestock, and over all the earth and over every creeping thing that creeps on the earth." So, God created man in his own image, in the image of God he created him; male and female He created them (Genesis 1:26-27).

The LORD God took the man and placed him in the garden of Eden to cultivate and care for the garden (Gen. 2:15).

At the end of the creation of the universe, God created man as the most beautiful "Crown" of all His creation. God created man in His own image and example, with the capacity to relate to Himself and then give responsibility to humans as managers of the Earth. Created in God's image and example, we can then relate in Love with God, and be given the responsibility to care for, develop, and enjoy the earth with a spirit of love for others. We are also created as holistic beings, including physical, mental, social, and spiritual. (Translation and editorial by PDCE of the SPH worldview discussion document by Dan Fannell, 2001)

God uses our unique talents and gifts to fulfill His calling in our lives. All, men and women, married or unmarried, young and old – every variation and difference in our humanity – we are called to represent God, because He is the creator of us all. Life is a God-given gift to us, and we are called to work and grow all living things, protecting them from anything that could harm, especially the unborn and the weak, the poor.

and papa. God created each of us with a purpose to glorify Him on earth in every aspect of our lives. We are sinners and have fallen short of the glory of God. Our true identity is based on Jesus Christ.

(Translation and editorial by PDCE from "Our World Belongs to God" Christian Reformed Church, 2008)

TEACHING AND LEARNING MATERIAL:

KEY CONCEPTS:

Communication, Uniqueness, Responsibility, Identity

ENDURING UNDERSTANDING:

God create us uniquely according to His image and likeness to glorify Him

ESSENTIAL QUESTION:

1. How do I different and alike with my friends (name, age, gender, physical appearance, activity, hobbies, beliefs)?
2. How do we respect others' uniqueness?

CORE COMPETENCE (KD):

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku hidup sehat, rasa ingin tahu, kreatif dan estetis, percaya diri, disiplin, mandiri, peduli, mampu menghargai dan toleran kepada orang lain, mampu menyesuaikan diri, tanggungjawab, jujur, rendah hati dan santun dalam berinteraksi dengan keluarga, pendidik, dan teman.
3. Mengenali diri, keluarga, teman, keluarga, teman, keluarga, teman, pendidik pendidik , lingkungan , lingkungan sekitar, agama, teknologi, seni, dan budaya di rumah, tempat bermain dan satuan PAUD dengan cara: mengamati dengan indera (melihat, mendengar, menghidu, merasa, meraba); menanya; mengumpulkan informasi; menalar, dan mengomunikasikan melalui kegiatan bermain.
4. Menunjukkan yang diketahui, dirasakan, dibutuhkan, dan dipikirkan melalui bahasa, musik, gerakan, dan karya secara produktif dan kreatif, serta mencerminkan perilaku anak berakhlak mulia.

BASIC COMPETENCE (KD):

- 1.3 Menghargai Yesus dengan memuji Pribadi, karakter, dan pekerjaan-Nya.
- 2.3 Mengikuti aturan kelas (aktivitas, rutinitas).
- 3.12 Mengenal keaksaraan awal melalui bermain.
- 4.12 Menunjukkan kemampuan keaksaraan awal dalam berbagai bentuk karya.

INDICATORS:

- 1.3.1 Students able to control themselves in the class.
- 2.3.1 Students able to follow all the rules in the class.
- 3.12.1 Students able to recognize/identify show number 1-30.
- 4.12.1 Students able to show number 1-20.

DIAGNOSIS	
	<p>Cognitive:</p> <ol style="list-style-type: none">1. 80% of the students are able to mention the numbers from 1-15. <p>Affective:</p> <ol style="list-style-type: none">1. 70% of the students are able to sit and <u>listen attentively hear nicely</u> when the class starts2. 60% of the students are able to <u>answer</u> the question when teacher asks <p>Psychomotor/skill:</p> <ol style="list-style-type: none">1. 70% of the students are able to write the number from 1-10.

LEARNING GOALS	<p>Cognitive:</p> <p>3.12.1.1 Students will be able to <u>identify, determine</u> the numbers from 1-30 80% correct.</p> <p>3.12.1.2 Students will be able to mention the numbers from 1-30 80% correct.</p> <p>Affective:</p> <p>1.3.1.1 Students will be able to show the obedience to follow the class rules 70% well.</p> <p>1.3.1.2 Students will be able to practice in following the class rules 70% well.</p> <p>Psychomotor/skill:</p> <p>4.12.1.1 Students will be able to complete the worksheet about number 1-20 80% correct.</p> <p>4.12.1.2 Students will be able to do the worksheet about number 1-20 80% well.</p>
TEACHING & LEARNING STRATEGY/METHOD	<p>Teaching & Learning Strategy: Inquiry</p> <p>Teaching & Learning Method: Lecture, Question and Answer</p>

Activity	Procedure	Materials	Time
OPENING Gaining attention Transfer learning goals (its correlation with the information given)	1. Teacher greets the students 2. Teacher tells the students that they are going to learn about numbers 3. Teacher tells the learning goals 4. Teacher reminds the students to raise their hand if they want to answer	PowerPoint	3 minutes
PRESENTATION Explain information Use concrete (and non-concrete) examples Check understanding	5. Teacher asks students to count together from 1-30 <u>in order</u> .	PowerPoint	4 minutes
GUIDED PRACTICE Related with learning materials Tangible actions (e.g., being active) Practice without penalty	6. <u>The students</u> Play guessing game 7. Teacher chooses students one by one to mention what number that shows on the screen	PowerPoint	10 minutes
CLOSING A review of the lesson from students The informing of results from the teacher Re-check understanding	8. Teacher asks students to tidy up 9. Students tidy up their stuff	-	3 minutes
INDIVIDUAL PRACTICE Aim of readiness Type, time, and feedback	Students complete their worksheet about number 1-20 (Students write the missing numbers)	Pencil, worksheet about numbers, pencil, eraser	10 minutes
Reflection After Teaching	I realized that my teaching had not fully guided, enabled, revealed the truth, and created a structure that helped students to learn. However, in this lesson I tried to involve all students by choosing all students to name the number that appears on the screen. When there are students who were still not sure of their answer, I tried to guide them to find the right answer so that they were brave enough to mention the numbers on the screen.		

	My commitment is to keep giving every student the opportunity to ask and answer questions during class.		
REFERENCE	-		

Made by,
Raniati Febriana Mone
01314200015
PGSD-Bahasa Inggris

Rubrics

Affective				
Follows classroom rules (activities, routines)				
Name	HC	C	D	NT
	Sit and listen nicely during the class	1-3 times didn't sit and listen nicely the class	Need help of others to sit and listen nicely during the class	Struggle to sit and listen nicely during the class
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				
Jonas				

Kayley				
Gabin				
Lucas				
Micha				
Michelle				
Denzel				
Philip				
Quinn				

Cognitive				
Mention number 1-30				
Name	HC	C	D	NT
	Can mention number 1-30 correctly	1-3 mistakes in mentioning number 1-30	Hesitant in mentioning number 1-30	Struggle to mention number 1-30
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				
Jonas				
Kayley				
Gabin				
Lucas				
Micha				

Michelle				
Denzel				
Philip				
Quinn				

Psychomotor				
Use left or right hand skillfully				
	HC	C	D	NT
Name	Use left or right hand skillfully in writing the missing number on the worksheet correctly	Use left or right hand skillfully in writing the missing number on the worksheet with some helps	1-5 mistakes in writing the missing number on the worksheet	Struggle to write the missing number on the worksheet
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				
Jonas				
Kayley				
Gabin				
Lucas				
Micha				
Michelle				
Denzel				
Philip				
Quinn				

Mentor's feedback

Ms. Rani's lesson plan is good and clear. It was also good to see that Ms. Rani had a fun game by guessing number game with the students in the class. It surely made the students engage and enjoy having the lesson. Great job!

September 4, 2022



Theresia Atikasari, S.S



UPH Teachers College

FORM MENTOR FEEDBACK

Student Teacher Name : Raniati Febriana Mone

Class : K3B

Topic : Count By Rote 1-30

Subject: Mathematic

Date : August 22nd, 2022

Description of the assessment: 1=Not enough, 2=Enough, 3=Good, 4=Very good

ASPECTS	1	2	3	4	Description (Strengths and/weaknesses)
Opening					
<ul style="list-style-type: none"> Attract students' attention before teaching Delivering learning objectives (Cognitive, Affective, Psychomotor) Motivate student Review lessons and check student understanding 				√	
Presentation					
<ul style="list-style-type: none"> Mastering the concept of material Explain the material in a systematic and structured way Emphasize important concepts Check student understanding 				√	
Teaching Method					
<ul style="list-style-type: none"> Varies (Mis; Lectures, discussions, presentations, games, etc) Effective in accommodating the achievement of online learning goals 				√	
Practical Guidance					
<ul style="list-style-type: none"> Clear instructions Involve all students Encouraging underprivileged students 				√	
Use of learning resources/media					
<ul style="list-style-type: none"> Appropriate and precise Effectively support learning 				√	
Class management					
<ul style="list-style-type: none"> Can organize learning conducive There are rewards and consequences according to the agreement Provide appropriate and consistent responses to student behavior 				√	
Time Management					
<ul style="list-style-type: none"> Start on time Done on time Allocate each time well for each stage of learning 				√	
Closing					
<ul style="list-style-type: none"> Brief review of the material being taught Reinforce learning objectives Provide motivation/advice Giving Homework 				√	
Behavior Management While Teaching					
<ul style="list-style-type: none"> Managing emotions properly Act professional 				√	
Implementation of Christian values: <u>I am glad to say that Ms. Rani understood that every student is unique and special in God's eye Everyone is different from one another. Every student has different talents and abilities. I noticed that Ms. Rani could appreciate the students just the way they were. Proud of you, Ms Rani.</u>					

Overall Comment

What a great job Ms. Rani managed the class. She could organize the students so that they could follow the lesson well and the class ran smoothly and conductively. During the learning process, I also noticed that Ms. Rani gave a reward by saying encouragement words to the students. You did a great job, Ms. Rani.

September 4, 2022



Theresia Atikasari, S.S



LESSON PLAN

School : Sekolah Dian Harapan Lippo Village
 Subject : Mathematic
 Semester/Class : 1/K3B
 Topic : 2D Shapes (Triangle and Rectangle)
 Date : August 24th, 2022
 Time Allocation : 30 minutes

BIBLICAL CHRISTIAN WORLDVIEW:

Wonderfully Made

God said, "Let us make man in Our image and likeness, so that they may rule over the fish of the sea and the birds of the air, and over the livestock, and over all the earth and over every creeping thing that creeps on the earth." So, God created man in his own image, in the image of God he created him; male and female He created them (Genesis 1:26-27).

The LORD God took the man and placed him in the garden of Eden to cultivate and care for the garden (Gen. 2:15).

At the end of the creation of the universe, God created man as the most beautiful "Crown" of all His creation. God created man in His own image and example, with the capacity to relate to Himself and then give responsibility to humans as managers of the Earth. Created in God's image and example, we can then relate in Love with God, and be given the responsibility to care for, develop, and enjoy the earth with a spirit of love for others. We are also created as holistic beings, including physical, mental, social, and spiritual. (Translation and editorial by PDCE of the SPH worldview discussion document by Dan Fannell, 2001)

God uses our unique talents and gifts to fulfill His calling in our lives. All, men and women, married or unmarried, young and old – every variation and difference in our humanity – we are called to represent God, because He is the creator of us all. Life is a God-given gift to us, and we are called to work and grow all living things, protecting them from anything that could harm, especially the unborn and the weak, the poor.

and papa. God created each of us with a purpose to glorify Him on earth in every aspect of our lives. We are sinners and have fallen short of the glory of God. Our true identity is based on Jesus Christ. (Translation and editorial by PDCE from "Our World Belongs to God" Christian Reformed Church, 2008)

TEACHING AND LEARNING MATERIAL:

KEY CONCEPTS:
 Communication, Uniqueness, Responsibility, Identity

ENDURING UNDERSTANDING:
 God create us uniquely according to His image and likeness to glorify Him

ESSENTIAL QUESTION:

1. How do I different and alike with my friends (name, age, gender, physical appearance, activity, hobbies, beliefs)?
2. How do we respect others' uniqueness?

CORE COMPETENCE (KJ):

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku hidup sehat, rasa ingin tahu, kreatif dan estetis, percaya diri, disiplin, mandiri, peduli, mampu menghargai dan toleran kepada orang lain, mampu menyesuaikan diri, tanggungjawab, jujur, rendah hati dan santun dalam berinteraksi dengan keluarga, pendidik, dan teman.
3. Mengenali diri, keluarga, teman, keluarga, teman, keluarga, teman, pendidik pendidik, lingkungan, lingkungan sekitar, agama, teknologi, seni, dan budaya di rumah, tempat bermain dan satuan PAUD dengan cara: mengamati dengan indera (melihat, mendengar, menghidu, merasa, meraba); menanya; mengumpulkan informasi; menalar, dan mengomunikasikan melalui kegiatan bermain.
4. Menunjukkan yang diketahui, dirasakan, dibutuhkan, dan dipikirkan melalui bahasa, musik, gerakan, dan karya secara produktif dan kreatif, serta mencerminkan perilaku anak berakhlak mulia.

BASIC COMPETENCE (KD):

- 1.3 Menghargai Yesus dengan memuji Pribadi, karakter, dan pekerjaan-Nya.
- 2.3 Mengikuti aturan kelas (aktivitas, rutinitas).
- 3.12 Mengenali keaksaraan awal melalui bermain.
- 4.12 Menunjukkan kemampuan keaksaraan awal dalam berbagai bentuk karya.

INDICATORS:

- 1.3.1 Students are able to control themselves in the class.
- 2.3.1 Students are able to follow ~~do~~ all the rules in the class.
- 3.12.1 Students are able to classify ~~select~~ the type of 2D shapes.
- 4.12.1 Students are able to complete the Mini Book of 2D shapes.

DIAGNOSIS	<p>Cognitive:</p> <ol style="list-style-type: none"> 1. 80% of the students are able to name the type of 2D shapes. <p>Affective:</p> <ol style="list-style-type: none"> 1. 70% of the students are able to sit and <u>listen</u> hear <u>attentively</u> neely when the class starts 2. 60% of the students are able to answer the <u>questions</u> when teacher asks <p>Psychomotor/skill:</p> <ol style="list-style-type: none"> 1. 60% of the students are able to paste the pictures <u>precisely</u> properly.
LEARNING GOALS	<p>Cognitive:</p> <ol style="list-style-type: none"> 3.12.1.1 Students will be able to differentiate the type of 2D shapes especially triangle and rectangle 80% correct.

	<p>3.12.1.2 Students will be able to identify the type of 2D shapes especially triangle and rectangle 80% correct.</p> <p>Affective:</p> <p>1.3.1.1 Students will be able to show the obedience to follow the class rules 70% well.</p> <p>1.3.1.2 Students will be able to practice in following the class rules 70% well.</p> <p>Psychomotor/skill:</p> <p>4.12.1.1 Students will be able to follow the instruction to paste the pictures (of objects) that shape like triangle and rectangle on Mini Book of 2D shapes 80% correct.</p>
TEACHING & LEARNING STRATEGY/METHOD	<p>Teaching & Learning Strategy: Inquiry</p> <p>Teaching & Learning Method: Lecture, Question and Answer</p>

Activity	Procedure	Materials	Time
<p>OPENING</p> <p>Gaining attention Transfer learning goals (its correlation with the information given)</p>	<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher tells the students that they are going to learn about 2D shapes 3. Teacher asks about what they learned in the last meeting 4. Teacher tells the learning goals 5. Teacher reminds the students to raise hand if they want to ask 	PowerPoint, Videos, Mini Book of 2D shapes	3 minutes
<p>PRESENTATION</p> <p>Explain information Use concrete (and non-concrete) examples Check understanding</p>	<ol style="list-style-type: none"> 6. Teacher explains about 2D shapes 7. Teacher plays a video of 2D shapes 8. Teacher asks students to sing and dance together 	PowerPoint, Videos, Mini Book of 2D shapes	8 minutes
<p>GUIDED PRACTICE</p> <p>Related with learning materials Tangible actions (e.g., being active) Practice without penalty</p>	<ol style="list-style-type: none"> 9. Teacher plays a video of 2D shapes 10. Teacher asks students to choose what objects on video that shape like rectangle, triangle, circle, and square. 	PowerPoint, Videos, Mini Book of 2D shapes	6 minutes
<p>CLOSING</p> <p>A review of the lesson from students The informing of results from the teacher Re-check understanding</p>	<ol style="list-style-type: none"> 11. Teacher asks students to tidy up 12. Students tidy up their stuff 	-	3 minutes
<p>INDIVIDUAL PRACTICE</p> <p>Aim of readiness Type, time, and feedback</p>	Students can complete their Mini Book of 2D shape (paste pictures that shape triangle and rectangle).	Mini Book of 2D shapes, glue	10 minutes
Reflection After Teaching	<p>I really enjoyed today's lesson. Even though there was a problem when opening the video, the learning went smoothly, and every student was very enthusiastic to paste pictures that shape like triangles and rectangles. I'm also used to visiting each table, guiding them one by one, and reminding students if there were students who don't obey the class rules. This was indicated by 90% of students sticking it</p>		

	neatly and according to its shape. My commitment is to be calm when there are problems in learning.		
REFERENCE	https://youtu.be/0B6Ge0FzHG0 https://youtu.be/w6eTDfkvPmo		

Made by,
Raniati Febriana Mone
01314200015
PGSD-Bahasa Inggris

Rubrics

Affective				
Follows-classroom rules (activities, routines)				
Name	HC	C	D	NT
	Sit and listen nicely during the class	1-3 times didn't sit and listen nicely the class	Need help of others to sit and listen nicely during the class	Struggle to sit and listen nicely during the class
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				
Jonas				

Kayley				
Gabin				
Lucas				
Micha				
Michelle				
Denzel				
Philip				
Quinn				

Cognitive				
Classify 2D Shapes				
Name	HC	C	D	NT
	Classify 2D shapes correctly	1-3 mistakes in classifying 2D shapes	Hesitant in classifying 2D shapes	Struggle to classify 2D shapes
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				
Jonas				
Kayley				
Gabin				
Lucas				
Micha				

Michelle				
Denzel				
Philip				
Quinn				

Psychomotor				
Paste the pictures that shape triangle and rectangle on Mini Book of 2D shapes				
Name	HC	C	D	NT
	Paste the pictures correctly	Need some help to paste the pictures correctly	Hesitant in pasting the pictures	Struggle in pasting the pictures
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Jamice				
Jasper				
Jonas				
Kayley				
Gabin				
Lucas				
Micha				
Michelle				
Denzel				
Philip				
Quinn				

Mentor's feedback

What a terrific job Ms. Rani did on this lesson plan. The teaching steps are clear and well-organized. Those teaching steps are surely useful for Ms. Rani to deliver the teaching materials well in class. Keep it up, Ms. Rani!

September 4, 2022



Theresia Atikasari,S.S

Teaching Reflection

The sixth time was on August 24th, 2022. I taught Mathematic and the topic was 2D shapes (triangle and rectangle). The relationship between me and the students was going well because the students have known me for 5 weeks. In addition, students also know me well because I have taught them several times. Therefore, in this opportunity I prepared myself well to teach 2D shapes material. In my teaching, I provided two videos that invite students to sing and dance together. I thought that these two videos really help me to create a fun classroom atmosphere for students.

To create a good atmosphere in the classroom, teachers need careful planning, such as the teacher must identify the characteristics, learning styles, and capacities of each student in the class (Zendrato, Putra, Cendana, Susanti, & Munthe, 2019). Besides the videos, I have also prepared myself by getting to know each student, knowing their habits when studying and playing, and knowing their writing, reading, and speaking abilities. This is important so that I can know what to do when interacting with students during class and create a safe, fun, and meaningful learning for students.

In this lesson, I also used video to facilitate auditory, visual, and kinesthetics learning styles. Then in the individual practice, students were given the task of being able to paste pictures that shaped like triangles and rectangles on the Mini Book of 2D Shapes. This individual practice helped students to train their psychomotor. Then I also tried to facilitate students who like reading by asking them to read when they have finished pasting the pictures on the Mini Book of 2D Shapes. Then there are three criteria that can be assessed in this lesson. The three criteria are follow classroom rules (affective), classify 2D shapes (cognitive), and paste the pictures that shape like triangle and rectangle on Mini Book correctly (psychomotor).

Through this teaching process, I realized that God has enabled me so that I could teach Kindergarten students patiently and sincerely. I also learned that being a kindergarten teacher means being willing to learn every day to create meaningful and fun learning for students so that students can grow into children of God who are willing to respond to God's call to serve God and others.

References

Zendrato, J., Putra, J. S., Cendana, W., Susanti, A. E., & Munthe, A. P. (2019). *Kurikulum Bagi Pemula*. Surakarta, Indonesia: Percetakan CV Oase Group.





LESSON PLAN

School : Sekolah Dian Harapan Lippo Village
Subject : Mathematic
Semester/Class : 1/K3B
Topic : Pattern
Date : August 16th, 2022
Time Allocation : 30 minutes

BIBLICAL CHRISTIAN WORLDVIEW:

Wonderfully Made

God said, "Let us make man in Our image and likeness, so that they may rule over the fish of the sea and the birds of the air, and over the livestock, and over all the earth and over every creeping thing that creeps on the earth." So, God created man in his own image, in the image of God he created him; male and female He created them (Genesis 1:26-27).

The LORD God took the man and placed him in the garden of Eden to cultivate and care for the garden (Gen. 2:15).

At the end of the creation of the universe, God created man as the most beautiful "Crown" of all His creation. God created man in His own image and example, with the capacity to relate to Himself and then give responsibility to humans as managers of the Earth. Created in God's image and example, we can then relate in Love with God, and be given the responsibility to care for, develop, and enjoy the earth with a spirit of love for others. We are also created as holistic beings, including physical, mental, social, and spiritual. (Translation and editorial by PDCE of the SPH worldview discussion document by Dan Fannell, 2001)

God uses our unique talents and gifts to fulfill His calling in our lives. All, men and women, married or unmarried, young and old – every variation and difference in our humanity – we are called to represent God, because He is the creator of us all. Life is a God-given gift to us, and we are called to work and grow all living things, protecting them from anything that could harm, especially the unborn and the weak, the poor.

and papa. God created each of us with a purpose to glorify Him on earth in every aspect of our lives. We are sinners and have fallen short of the glory of God. Our true identity is based on Jesus Christ.

(Translation and editorial by PDCE from "Our World Belongs to God" Christian Reformed Church, 2008)

TEACHING AND LEARNING MATERIAL:

KEY CONCEPTS:

Communication, Uniqueness, Responsibility, Identity

ENDURING UNDERSTANDING:

God create us uniquely according to His image and likeness to glorify Him

ESSENTIAL QUESTION:

1. How do I different and alike with my friends (name, age, gender, physical appearance, activity, hobbies, beliefs)?
2. How do we respect others' uniqueness?

CORE COMPETENCE (KD):

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Memiliki perilaku hidup sehat, rasa ingin tahu, kreatif dan estetis, percaya diri, disiplin, mandiri, peduli, mampu menghargai dan toleran kepada orang lain, mampu menyesuaikan diri, tanggungjawab, jujur, rendah hati dan santun dalam berinteraksi dengan keluarga, pendidik, dan teman.
3. Mengenali diri, keluarga, teman, keluarga, teman, keluarga, teman, pendidik pendidik , lingkungan , lingkungan sekitar, agama, teknologi, seni, dan budaya di rumah, tempat bermain dan satuan PAUD dengan cara: mengamati dengan indera (melihat, mendengar, menghidu, merasa, meraba); menanya; mengumpulkan informasi; menalar, dan mengomunikasikan melalui kegiatan bermain.
4. Menunjukkan yang diketahui, dirasakan, dibutuhkan, dan dipikirkan melalui bahasa, musik, gerakan, dan karya secara produktif dan kreatif, serta mencerminkan perilaku anak berakhlak mulia.

BASIC COMPETENCE (KD):

- 1.3 Menghargai Yesus dengan memuji Pribadi, karakter, dan pekerjaan-Nya.
- 2.3 Mengikuti aturan kelas (aktivitas, rutinitas).
- 3.12 Mengenal keaksaraan awal melalui bermain.
- 4.12 Menunjukkan kemampuan keaksaraan awal dalam berbagai bentuk karya.

INDICATORS:

- 1.3.1 Students able to control themselves in the class.
- 2.3.1 Students able to do all the rules in the class.
- 3.12.1 Students able to demonstrate the pattern of AB and ABC.
- 4.12.1 Students able to show the pattern of AB and ABC.

DIAGNOSIS	
	<p>Cognitive:</p> <ol style="list-style-type: none">1. 80% of the students are able to follow/ know about pattern AB2. 60% of the students are able to follow/ know about pattern ABC <p>Affective:</p> <ol style="list-style-type: none">1. 70% of the students are able to sit nicely and listen attentively/ hear nicely when the class starts2. 60% of the students are able to answer the questions when teacher asks <p>Psychomotor/skill:</p> <ol style="list-style-type: none">1. 70% of the students are able to practice making following pattern AB2. 50% of the students are able to practice making pattern ABC

LEARNING GOALS	<p>Cognitive:</p> <p>3.12.1.1 Students will be able to <u>recognize or identify</u> determine AB and ABC pattern 80% correct.</p> <p>3.12.1.2 Students will be able to <u>follow show</u> AB and ABC pattern 80% correct.</p> <p>Affective:</p> <p>2.3.1.1 Students will be able to show the obedience to follow the class rules 70% well.</p> <p>2.3.1.2 Students will be able to practice in following the class rules 70% well.</p> <p>Psychomotor/skill:</p> <p>4.12.1.1 Students will be able to complete the worksheet about AB and ABC pattern 80% correct.</p> <p>4.12.1.2 Students will be able to use all the learning kit about AB and ABC pattern 80% well.</p>
TEACHING & LEARNING STRATEGY/METHOD	<p>Teaching & Learning Strategy: Inquiry</p> <p>Teaching & Learning Method: Lecture, Question and Answer</p>

Activity	Procedure	Materials	Time
<p>OPENING</p> <p>Gaining attention Transfer learning goals (its correlation with the information given)</p>	<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher tells the students that they are going to learn about pattern 3. Teacher asks about what they learned in the last meeting 4. Teacher tells the learning goals 5. Teacher reminds the students to mute, unmute, and raise hand. 	PowerPoint, Teams	5 minutes
<p>PRESENTATION</p> <p>Explain information Use concrete (and non-concrete) examples Check understanding</p>	<ol style="list-style-type: none"> 6. Teacher tells students to prepare the learning kit/worksheet 7. Teacher <u>explains asks the students how</u> to complete the AB and ABC patterns 	PowerPoint, Teams, pencil, learning kit/worksheet about pattern, glue	10 minutes
<p>GUIDED PRACTICE</p> <p>Related with learning materials Tangible actions (e.g., being active) Practice without penalty</p>	<ol style="list-style-type: none"> 8. Teacher tells students to follow the instructions in completing the AB and ABC pattern 9. Teacher gives the example of completing one of the patterns 	PowerPoint, Teams, pencil, learning kit/worksheet about pattern, glue	15 minutes
<p>CLOSING</p> <p>A review of the lesson from students The informing of results from the teacher Re-check understanding</p>	<ol style="list-style-type: none"> 10. Teacher reviews today's material 11. Teacher asks students to tidy up 12. Students tidy up their stuff 13. Teacher closes the class in a prayer 	PowerPoint, Teams	5 minutes
<p>INDIVIDUAL PRACTICE</p> <p>Aim of readiness Type, time, and feedback</p>	Students can complete their learning kit/worksheet about pattern if they have not done yet.	Pencil, Teams, learning kit/worksheet about pattern, glue	Sud

Reflection After Teaching	I realized that this second opportunity in teaching was quite good for me. I was able to teach with confidence because I have prepared every material well. I also provided opportunities for all students to answer and ask questions. However, I was still quite nervous when I have problems with the internet connection, but I still tried to teach the material in detail to students. I also saw that students seemed happy during learning and willing to obey online class procedures such as mute, unmute, and raise hand. My commitment is to be confident and professional even though there are unexpected problems.		
REFERENCE	-		

Made by,
Raniati Febriana Mone
01314200015
PGSD-Bahasa Inggris

Rubrics

Affective				
Follows classroom rules (activities, routines)				
Name	HC	C	D	NT
		Sit and listen nicely during the class	1-3 times didn't sit and listen nicely the class	Need help of others to sit and listen nicely during the class
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				

Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				
Jonas				
Kayley				
Gabin				
Lucas				
Micha				
Michelle				
Denzel				
Philip				
Quinn				

Cognitive				
Recognize pattern of AB and ABC				
	HC	C	D	NT
Name	Can determine pattern of AB and ABC	1-3 mistakes in determining the pattern of AB and ABC	Hesitant in determining the pattern of AB and ABC	Struggle to determine the pattern of AB and ABC
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				

Varel				
Janice				
Jasper				
Jonas				
Kayley				
Gabin				
Lucas				
Micha				
Michelle				
Denzel				
Philip				
Quinn				

Psychomotor				
Paste the pattern of AB and ABC				
	HC	C	D	NT
Name	Paste the pattern of AB and ABC correctly	Paste the pattern of AB and ABC correctly with some helps	1-5 mistakes in pasting the pattern of AB and ABC	Struggle to paste pattern of AB and ABC
Aaron				
Al				
Amira				
Arlette				
Carmen				
Claire				
Clarence				
Davin				
Peter				
Erina				
Varel				
Janice				
Jasper				
Jonas				

Kayley				
Gabin				
Lucas				
Micha				
Michelle				
Denzel				
Philip				
Quinn				

Mentor's feedback

In the presentation session, I noticed that Ms. Rani always checked the students' understanding of the lesson after Ms. Rani explained the lesson material to the students. Ms. Rani invited the students to answer the questions related to the topic they had been discussing. Wonderful job!

September 4, 2022



Theresia Atikasari, S.S



UPH Teachers College

FORM MENTOR FEEDBACK

Student Teacher Name : Raniati Febriana Mone

Class : K3B

Topic : High Frequency Word: Here and here

Subject: Language

Date : August 23rd, 2022

Description of the assessment: 1=Not enough, 2=Enough, 3=Good, 4=Very good

ASPECTS	1	2	3	4	Description (Strengths and/weaknesses)
Opening					
<ul style="list-style-type: none"> Attract students' attention before teaching Delivering learning objectives (Cognitive, Affective, Psychomotor) Motivate student Review lessons and check student understanding 				√	
Presentation					
<ul style="list-style-type: none"> Mastering the concept of material Explain the material in a systematic and structured way Emphasize important concepts Check student understanding 				√	
Teaching Method					
<ul style="list-style-type: none"> Varies (Mis; Lectures, discussions, presentations, games, etc) Effective in accommodating the achievement of online learning goals 				√	
Practical Guidance					
<ul style="list-style-type: none"> Clear instructions Involve all students Encouraging underprivileged students 				√	
Use of learning resources/media					
<ul style="list-style-type: none"> Appropriate and precise Effectively support learning 				√	
Class management					
<ul style="list-style-type: none"> Can organize learning conducive There are rewards and consequences according to the agreement Provide appropriate and consistent responses to student behavior 				√	
Time Management					
<ul style="list-style-type: none"> Start on time Done on time Allocate each time well for each stage of learning 				√	
Closing					
<ul style="list-style-type: none"> Brief review of the material being taught Reinforce learning objectives Provide motivation/advice Giving Homework 				√	
Behavior Management While Teaching					
<ul style="list-style-type: none"> Managing emotions properly Act professional 				√	
Implementation of Christian values: <u>I do appreciate the way Ms. Rani taught the students to implement Christian values in class. Ms. Rani always reminded the students to show obedience to the teacher and respect to others in class. Keep up the good job!</u>					

Overall Comment

In the presentation session, Ms Rani delivered the lesson materials to the students well and systematically. Moreover, Ms Rani emphasized the important concepts, especially in the usage of high frequency words of Here, here in the sentences. As a result, the students could use those high frequency words in sentences correctly. Well done!

September 4, 2022



Theresia Atikasari, S.S



UNIVERSITAS PELITA HARAPAN

Final Assignment Statement and Upload Agreement

I/we, the undersigned,

Name - Student ID : 1. Raniati Febriana Mone - 01314200015
 2.
 3.
 Faculty : Faculty of Education
 Study Program : Primary Teacher Education
 Campus Location : Jakarta
 Type of Final Assignment : Final Project
 Title :

THE IMPLEMENTATION OF FOUR COMPONENTS OF CHRISTIAN TEACHING TO IMPROVE TEACHERS' PEDAGOGICAL COMPETENCE

hereby declare that

1. This Final Assignment is my/our own work with the guidance of my/our final assignment supervisor and not a duplication of any other published paper or paper that has been used to get an academic degree from any universities;
2. This Final Assignment is not a plagiarized work from the work of others, and if I/we quote from someone's work, it will be listed in the reference list according to the applied citation style and regulations;
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Place : Jakarta

Date : 21-Nov-2022

The Declarer,

Signage			
Name	(Raniati Febriana Mone) - 01314200015	()	()



UNIVERSITAS PELITA HARAPAN
FACULTY OF EDUCATION

FINAL PROJECT SUPERVIOR'S APPROVAL
THE IMPLEMENTATION OF FOUR COMPONENTS OF
CHRISTIAN TEACHING TO IMPROVE TEACHERS'
PEDAGOGICAL COMPETENCE

By:

Name : Raniati Febriana Mone

ID Number : 01314200015

Study Program : Primary Teacher Education

has been examined and approved to be presented and defended in a comprehensive examination for Degree of *Sarjana Pendidikan*, Primary Teacher Education Program, Faculty of Education, Universitas Pelita Harapan

Jakarta, October 7th, 2022

Approval Signatories:

Supervisor

(Atalya Agustin, M.Pd.)

Department Chair

(Atalya Agustin, M.Pd.)

Dean

(Oh Yen Nie, S.E., M.Ed.)



UNIVERSITAS PELITA HARAPAN
FACULTY OF EDUCATION

FINAL PROJECT EXAMINER PANEL'S APPROVAL FORM

On Wednesday, October 26th, 2022 a comprehensive examination was conducted as a partial fulfillment of academic requirements for degree of *Sarjana Pendidikan*, Primary Teacher Education Program, Faculty of Education, Universitas Pelita Harapan, named:

Name : Raniati Febriana Mone
ID Number : 01314200015
Study Program : Primary Teacher Education
Faculty : Education

with title "THE IMPLEMENTATION OF FOUR COMPONENTS OF CHRISTIAN TEACHING TO IMPROVE TEACHERS' PEDAGOGICAL COMPETENCE" by an examiner panel which comprised of:

Name	Position in the Panel	Signature
1. Siane Indriani, S.S., M.Pd.	, Chairman	
2. Meicky Shoreamanis Panggabean, S.S., M.Pd.	, Member	
3. Atalya Agustin, M.Pd.	, Member	

Jakarta, October 26th, 2022

FOREWORD

Praise the Lord Jesus Christ for His continual grace and blessings that I have been able to finish this final paper. It is He who has guided me along the journey and renewed my strength each day to finish this well. All glory belongs to Him.

This final project with title “THE IMPLEMENTATION OF FOUR COMPONENTS OF CHRISTIAN TEACHING TO IMPROVE TEACHERS’ PEDAGOGICAL COMPETENCE” is prepared and written as partial fulfillment of academic requirements for degree of *Sarjana Pendidikan*, Universitas Pelita Harapan, Jakarta.

I realize that without supervision, support and prayers from every party, it is impossible to finish this final project in timely manner. Therefore, I would like to express my gratitude for the following people whom He has sent to walk and share with me through this journey. Along the way, they have supported me through prayers as well as words of encouragement. May God bestow His abundant blessing upon you:

1. Oh Yen Nie, S.E., M.Ed., the Dean of Faculty of Education.
2. Atalya Agustin, M.Pd., the Department Chair of Primary Teacher Education Program.
3. Atalya Agustin, M.Pd., the supervisor who supervised and gave me many inputs.
4. Ganda Sari, S.T., M.A., the Academic Advisor who gave me encouragement.
5. Daud Mone and Arni Betakore, my parents who always pray for me.

6. Ikesy Maresa Mone and Oyvind Gilbert Mone, my siblings who gave me motivation.
7. Simson Laki Thome and Maria Laki Thome, my uncle and aunt who take care of me.
8. 19ED1, my classmates who gave many encouragements.
9. Jessica Al Vensky Tokoh, Putri Natalia Elita Enimau, Yemima Ananda Nugraheni, my partners who helped me during this writing process.
10. All people who helped and gave me encouragements.

Lastly, I am fully aware that there are things than can be improved in this study. Thus, critics and suggestions from readers will be useful. Hopefully, this study will be beneficial for every party reading it.

Jakarta, October 7th, 2022



Raniati Febriana Mone