

APPENDICES



Appendices

Appendix 1: Classroom Observation Checklist – Curriculum 2013 teaching segments

Teacher :

Day/Date:

Time :

Class :

Observation number:

Mode : Synchronous/Asynchronous

Basic Competence	Indicator	Topic	Learning Activities	Observable	Non-observable	Notes	Document
			Segments	Description			
			Pre Activities	Teacher greets the students			
				Teacher checks the students' attendance			
				Praying before starting the lesson.			

				Teacher uses technological tools (jamboard, mentimeter, survey tools, etc.) to greet and ask students' response using stickers, emoticons, words, or simple drawing, etc				
				Teacher reviews previous materials by raising questions to the students				
				Teacher uses riddles, picture, guessing game to tell the objective of the lesson				
				Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned				
				Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts				
				Teacher gives leading questions				
			Whilst Activities	Teacher assigns students to conduct interview or browse to internet about an issue or problem				
				Teacher provides statement of problems				

				Teacher provides students with various learning resources				
				Teacher allows students to read various information resources				
				Teacher allows students to discuss the problem with peer or small group				
				Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)				
				Teacher allows students to categorize gathered information				
				Teacher processes the collected data to create hypothesis through group discussion				
				Teacher provides opportunities for students to present a product or result of the work in written, spoken or performance				
				Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to accommodate students' various learning style				

				Teacher uses technology to facilitate the students' learning and discussion				
				Teachers adjust the time interval for students to complete the assignment				
				Teacher gives feedback for students' idea, works, or presentation				
				Teacher allows students to work individually or in group				
				Teacher applies various learning activities during the learning process				
			Post Activities	Teacher gives feedback to students performance				
				Teacher asks students to reflect the learning process				
				Teacher facilitates opportunities for the students to review/draw conclusion/reference				
				Teacher inform the upcoming meeting activities				
				Teacher ends the meeting				



Appendix 2: Observation checklists - Criteria of HOTS

Indicators	Teachers' Activities	Students' Activities	Observable	Non observable	Notes
Analysing	Teacher asks the students to differentiate the fact and opinion in a text	The students state facts and opinion in a text			
	Teacher asks the students to compare and contrast two different texts	The students find out similarities and differences by those two texts			
	Teacher brainstorms the students by showing media (picture, video, model) related to a specific topic	The students critically describe a specific topic from the media shown			
	Teacher assigns students to conclude the social function of text from reading/viewing some modeled-texts	Students to conclude the social function of text from reading/viewing some modeled-texts			
	Teacher asks the students to analyse text	The students break the text given into parts			

	structures	and categorise them to the text structures			
	Teacher gives opportunity for students to generalize the grammatical structure of the text	The students generalize the grammatical structure of the text			
	Teacher provides chances for students to correlate the referent or grammatical meaning of a text	The students correlate referent and grammatical meaning based on the text given			
	Teacher assigns students to categorize information/facts on the text, videos, or some other sources	The students categorise information on the text, videos, or some other sources			
Evaluating	The teacher asks the students to elaborate /give supporting details/evidences about specific issues	The students elaborate their answer by giving supporting details/evidences about specific issues			

	Teacher asks students to give value/judgment on specific issue	students give value/judgment on specific issue			
Creating	The teacher assigns students to make a prediction from facts/actual information	The students make a prediction from facts/actual information			
	The teacher encourages students to develop unique product	Students develop unique product			
	The teacher engages students in solution finding activities and articulate solution	Students propose solution			



Appendix 3: Criteria of Creativity

Indicators	Teachers' Activities	Students' Activities	Observable	Non observable	Notes	
Come up with new ideas	Teachers recall students background knowledge using various brainstorming activities (riddles, games, story telling, song, etc)	Students are excited to involve in the brainstorming activities				
	Teacher provides opportunities for students to share ideas in individual or collaborative ways	Students share ideas in individual or collaborative ways				
	Teacher combine various activities (individual, pair, or group)	Students involved actively in the activities				
	Teacher uses	Students				

	technology to transfer material, discussion, and presentation	show curiosity to learn through technology				
	Teachers provides opportunities for students to engage with the technology for presentation or communication of ideas, doing assignment, and assessment	Students use technology to present or communicate their ideas, do assignment, or assessment				
	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material				
	Teacher provides fun	Students play and get				

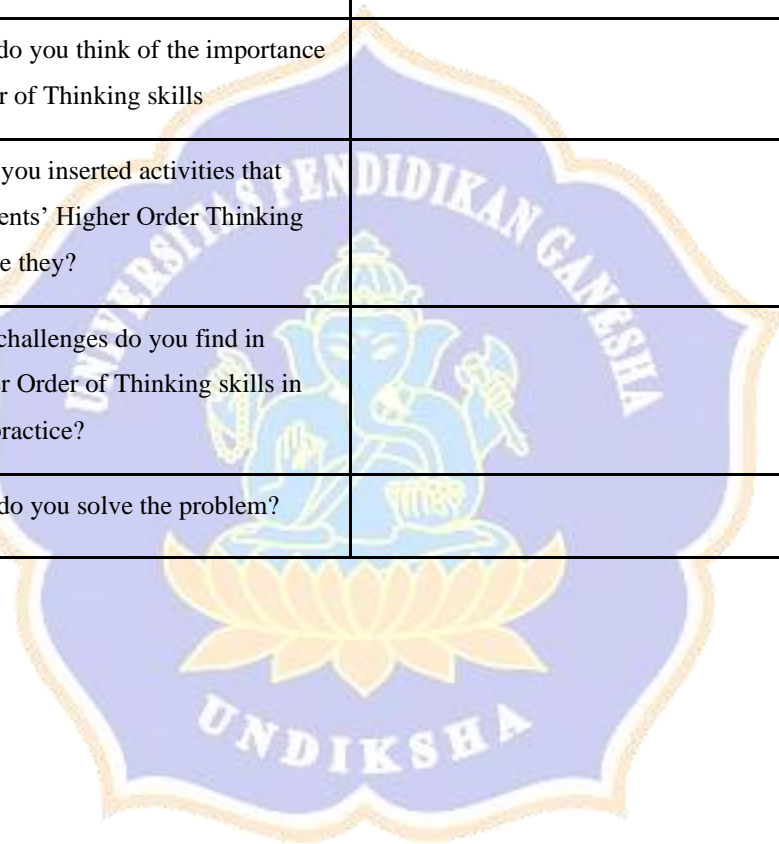
	games of learning in the learning activities	involved during the games provided in the learning activities.				
	Teacher provides current trend as a learning topic	Students are engaged to make a writing, video, or recording based on the current trend or issues given				
	Teacher facilitates the students with reading sources or videos related to an issue	The students are able to show their understanding by creating an infographic or ppt slides				
To reflect on students' own work	Teacher provides activities for students to check their own ideas or answer	Students can solve problems or issues discussed by checking their own answers in order to create a new ideas				

	Teacher provides opportunity for students to peer-checking through written or oral comment	Students can give suggestion to the other friends in the form of comments and make correction to their work				
	Teachers use various ways in giving constructive feedback to the students (written, audio, and video)	Students show understanding to the given feedback by responding through revision or correction				
Teach students other skills	The teacher stimulates the students by stating a problem or question to encourage students' creativity	The students answer the question by doing observation, designing experiments, etc				
		The students discuss the finding based on the problem				

Appendix 4 Interview Guide

Identity	
Name	
School name	
List of Questions	
1. Do you have any lesson plans for teaching?	
2. Do you make a different lesson plan for asynchronous or synchronous online learning?	
3. Which one do you use asynchronous or synchronous online learning?	
4. What learning platforms, media, or technologies do you use for teaching during this pandemic?	
5. What are the reasons you choose the platforms?	
6. Do you have any issues in applying the learning platforms during online learning?	
7. What alternatives do you use if there are connection and network issues during online learning?	
8. Do you find difficulties in designing online learning activities?	
9. What do you think of the importance	

of Creativity?	
10. Have you inserted activities that trigger the students' creativity? What are they?	
11. What challenges do you find in inserting creativity into your teaching practice?	
12. How do you solve the problem?	
13. What do you think of the importance of Higher Order of Thinking skills	
14. Have you inserted activities that trigger the students' Higher Order Thinking Skills? What are they?	
15. What challenges do you find in inserting Higher Order of Thinking skills in your teaching practice?	
16. How do you solve the problem?	



Appendix 5

Blueprint Classroom Observation sheet

Point of Observation	Criteria	Indicators	Number of Item	Notes
Scientific Approach Segmentation Based on Permendikbud Number 22 of 2003	Observing	Develop students' curiosity	1,2,3	
	Questioning	Construct knowledge as a concept	4,5,6	
	Data Collection	to acquire a meaningful, real and authentic learning	7,8,9,10,11	
	Associating	Attain to conclusion of knowledge by logical thinking process and systematic empirical factual statement which is observed	12,13,14	
	Communicating	develop students' skills to offer or demonstrate all knowledge and ability that has been mastered verbally or nonverbally	15	
	Criteria of Creativity based on Robinson (2016)	Developing new ideas	Use technology to engage students, share thoughts, blended teaching strategies, and develop fun and insightful learning materials	1,2,3,4,5,6,7,8,9
	Reflex on students' work	Employ peer, self assessment and constructive feedback	10,11,12	
	Teach students other	Develop chances to	13	

	skills	involve other skills		
Criteria of HOTS Based on Marzano and Kendall (2008)	Analyzing	The student will be able to investigate the gradual growth of knowledge	1,2,3,4,5,6,7,8	
	Evaluating	The student will be able to make in-depth inferences and applications that involve identifying critical versus noncritical aspects	9,10	
	Creating	The student will be able make a demo, performance, in-depth inferences and applications, and develop product based on the detailed observation	11,12,13	

