

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
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 structures	The students break the text given into parts 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	students give value/judgment on specific issue		

	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	Students are excited to involve in the brainstorming activities			

	telling, song, etc)				
	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 technology to transfer material, discussion, and presentation	Students show curiosity to learn through technology			
	Teachers provides opportunities for students to engage with the technology for presentation or	Students use technology to present or communicate their ideas, do assignment, or assessment			

	communicati on of ideas, doing assignment, and assessment				
	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material			
	Teacher provides fun games of learning in the learning activities	Students play and get 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	The students			

	facilitates the students with reading sources or videos related to an issue	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 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			

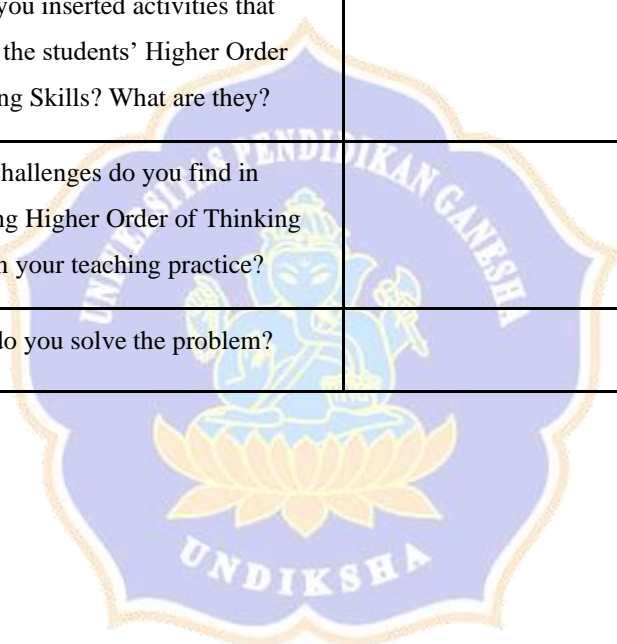
Teach students other skills	The teacher stimulates the students by stating a problem or question to encourage students' creativity	The students answer the question by doing observation, designing experiments, etc			
		The students discuss the finding based on the problem			



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?	



CURRICULUM VITAE



Ni Made Wahyu Suganti Cahyani: born on July 12th, 1997 in Ungasan, South of Kuta, Badung, Bali. She is the second child of I Wayan Suwindra and Ni Wayan Sariani. In 2003, she started her education in SD N 2 Jimbaran and graduated in 2009. She continued her study in SMP N 1 Kuta and graduated in 2012. In the same year, she continued her study in SMA N 1 Kuta Selatan and graduated in 2015. Graduating from senior high school, she continued her study at Ganesha University of Education in 2015. She finished her first degree (undergraduate program) in English Language Education Department, The Faculty of Language and Arts, Ganesha University of Education at English Language Education program in 2019.

