MINISTRY OF HIGHER EDUCATION, SCIENCE, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
UNDERGRADUATE PROGRAM OF MATHEMATICS EDUCATION
Ketintang Campus, Jalan Ketintang, C8 C9 Building, Surabaya 60231
Phone: +62 895335466373, email: s1-pmat@unesa.ac.id
Website: https://pendidikan-matematika.fmipa.unesa.ac.id/

Module Name:	Perencanaan Pembelajaran Lesson Planning
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	8420202004
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	4 / Second year
Module Coordinator(s):	Dr. Endah Budi Rahaju., M.Pd.
Lecturer(s):	Dr. Nia Wahyu Damayanti., M.Pd. Dr. Mukhtamilatus Sa'diyah., M.Pd. Dr. Siti Khabibah., M.Pd. Dr. Nonik Indrawatiningsih., M.Pd Dr. Sugi Hartono., M.Pd.
Language:	Indonesia
Classification within the curriculum:	Compulsory course~~/elective studies~~
Teaching format/class hours per week during the semester	Teaching format: lectures, tutorial assignment, and individual Study/3 x 170 minutes = 510 minutes = 8.5 hours lectures
Workload:	16 weeks per semester consisting of: ● 1 hour lectures (1 x 50 minutes) per week, ● 1 hours assignments (1 x 60 minutes) per week, ➢ 1 hours individual study (1 x 60 minutes) per week, Total workload : 16 x 2 x 170 minutes = 5440 minutes = 90,67 hours = 2.001 ECTS**
Credit Point:	2
Requirements:	N/A

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Learning Goals :	**PLO-3**: Develop logical, critical, systematic, and creative thinking in performing specific work within their field of expertise and in accordance with the relevant field's work competency standards. **PLO-7**: Master pedagogical knowledge in teaching and evaluation in accordance with transformative curriculum developments and technological developments oriented towards realistic mathematics education and edupreneur-leadership. **PLO-8**: Demonstrate skills in designing, implementing, and evaluating adaptive and innovative technology-based, realistic mathematics learning. **PLO-10**: Make data-based decisions in completing student assignments and evaluating work done. **PLO-11**: Communicate research ideas and results rationally, effectively, and innovatively.
Content:	The course content includes curriculum analysis, formulation of learning objectives, selection of materials, strategies, media, and assessment methods in mathematics education that align with learners' characteristics. The aim is to enable students to design innovative and contextual mathematics learning tools such as lesson plans, modules, and student worksheets that promote higher-order thinking skills. The scope of the course covers lesson planning based on the scientific approach, various models of mathematics instruction, and the integration of technology and authentic assessment into the teaching and learning process.
Study/exam achievements	• Students are considered competent and pass if the final score is at least 55 or C. • Final score is calculated as follows:

Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)
1	CLO-1	PLO-6	5
2	CLO-2	PLO-5	5
3	CLO-2	PLO-5	3

	4 | CLO-3 | PLO-5 | 10 5 | CLO-4 | PLO-5 | 5 6 | CLO-4 | PLO-5 | 5 7 | CLO-5 | PLO-6 | 10 8 | CLO-6 | PLO-6 | 5 9 | CLO-6 | PLO-6 | 5 10 | CLO-6 | PLO-6 | 10 11 | CLO-7 | PLO-6 | 5 12 | CLO-7 | PLO-6 | 5 13 | CLO-7 | PLO-6 | 10 14 | CLO-10 | PLO-5 | 5 15 | CLO-8 | PLO-5 | 10 16 | CLO-9 | PLO-5 | 2 ● Final index is defined as follow: Index | Converted Score | Score Range A | 4.00 | $85 \leq A \leq 100$ A- | 3.75 | $80 \leq A- < 85$ B+ | 3.50 | $75 \leq B+ < 80$ B | 3.00 | $70 \leq B < 75$ B- | 2.75 | $65 \leq B- < 70$ C+ | 2.50 | $60 \leq C+ < 65$ C | 2.00 | $55 \leq C < 60$ D | 1.00 | $40 \leq D < 55$ E | 0.00 | $0 \leq E < 40$
Forms of Media	Slides and LCD projectors, whiteboard
Literature	1. Ratumanan. T. G., Rosmiati, Imas. (2023). *Perencanaan Pembelajaran (Edisi Kedua)*. Rajawali Pers. Depok 2. Jaya, Farida. (2019). *Perencanaan Pembelajaran*. Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatra Utara 3. Ananda Rusydi. (2019). *Perencanaan Pembelajaran*. LPPPI. Medan 4. Kusrini dkk. (2014). S*trategi Pembelajaran Matematika,* Universitas Terbuka: Kementerian Pendidikan dan Kebudayaan

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	5. Fullan, M., Quinn, J., & McEachen, J. (2018). *Deep learning: Engage the world, change the world*. Corwin 6. Fullan, M., & Langworthy, M. (2014). *A rich seam: How new pedagogies find deep learning*. Pearson 7. Arends, R.I. (2004). *Guide to Field Experiences and Portofolio Development: to accompany learning to teach*. New York: McGraw-Hill Book Company 8. Hockett, J. A. (2018). Differentiation Strategies and Examples: Grades 6-12. Tennessee Department of Education. Alexandria, VA: ASCD
Note	Based on the regulation of the minister of education and culture of Indonesia number 3 of 2020 concerning national higher education standards, it is state 1 CU equals to 170 minutes per week. Therefore, in one semester (16 weeks, including midterm a final exam) 1 CU = 170 X 16 = 2.720 minutes or 45.3 hours. Therefore, workhours in 144 CU x 45.3 hours = 6.523,2 hours. Unesa decided that 1 ECTS with 144 CU, 6.523,2/229 ECTS = 28.48 hours, so that 1 CU = 1.59 ECTS