Module designation	**School Curriculum** **Indonesian title:** *Kurikulum Sekolah* **Course code:** 8420202004
Semester(s) in which the module is taught	Semester 2 (First year)
Person responsible for the module	**Coordinator:** Dr. Endah Budi Rahaju, M.Pd **Teaching staff:** Dr. Endah Budi Rahaju, M.Pd; Prof. Dr. Masriyah, M.Pd; Dr. Siti Khabibah, M.Pd; Dr. Abdul Haris Rosyidi, M.Pd
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures, tutorial assignments, and individual study **Media and tools:** Slides and LCD projectors, whiteboard
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 2 CU × 170 minutes × 16 weeks = 5,440 minutes = 90.67 hours (≈ 3.18 ECTS) **Contact hours:** lectures, 2 × 50 minutes per week × 16 weeks = 26.67 hours (class hours per week: 340 minutes = 5.67 hours, including structured activities) **Private study including examination preparation:** structured assignments, 2 × 60 minutes per week × 16 weeks = 32.00 hours; independent study, 2 × 60 minutes per week × 16 weeks = 32.00 hours (total 64.00 hours)
Credit points	2 CU (3.18 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-3: Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field. • PLO-7: Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning. • PLO-8: Design, implement and evaluate mathematics learning using IT. • PLO-10: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done. • PLO-11: Communicate ideas and research results effectively, orally, and in writing.
Content	This course examines the definition of a curriculum, the development of school mathematics curricula in Indonesia and other countries—covering both current and previous curricula— and their alignment with instructional practices. It includes curriculum analysis (encompassing task and content analysis) and the design of strategies to address mathematical misconceptions in secondary schools (junior and senior high schools/vocational schools) by leveraging ICT through

<table>
<tr><td></td><td>task-based learning and discussion.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-4</td><td>PLO-3</td><td>2</td></tr>
<tr><td>2</td><td>CLO-4</td><td>PLO-3</td><td>2</td></tr>
<tr><td>3</td><td>CLO-4</td><td>PLO-3</td><td>2</td></tr>
<tr><td>4</td><td>CLO-5</td><td>PLO-3</td><td>2</td></tr>
<tr><td>5</td><td>CLO-5</td><td>PLO-3</td><td>2</td></tr>
<tr><td>6</td><td>CLO-5</td><td>PLO-3</td><td>2</td></tr>
<tr><td>7</td><td>CLO-1</td><td>PLO-7</td><td>2</td></tr>
<tr><td>8</td><td>CLO-2</td><td>PLO-8</td><td>20</td></tr>
<tr><td>9</td><td>CLO-1</td><td>PLO-7</td><td>5</td></tr>
<tr><td>10</td><td>CLO-2</td><td>PLO-8</td><td>5</td></tr>
<tr><td>11</td><td>CLO-2</td><td>PLO-8</td><td>5</td></tr>
<tr><td>12</td><td>CLO-2</td><td>PLO-8</td><td>5</td></tr>
<tr><td>13</td><td>CLO-2</td><td>PLO-8</td><td>5</td></tr>
<tr><td>14</td><td>CLO-2</td><td>PLO-8</td><td>5</td></tr>
<tr><td>15</td><td>CLO-3</td><td>PLO-10</td><td>5</td></tr>
<tr><td>16</td><td>CLO-4</td><td>PLO-3</td><td>30</td></tr>
</table></td></tr>
<tr><td>Study and examination requirements</td><td>Students are considered competent and pass if the final score is at least 55 or C.
Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<tr><td>A</td><td>4.00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3.75</td><td>80 ≤ A < 85</td></tr>
<tr><td>B+</td><td>3.50</td><td>75 ≤ A < 80</td></tr>
<tr><td>B</td><td>3.00</td><td>70 ≤ A < 75</td></tr>
<tr><td>B-</td><td>2.75</td><td>65 ≤ A < 70</td></tr>
<tr><td>C+</td><td>2.50</td><td>60 ≤ A < 65</td></tr>
<tr><td>C</td><td>2.00</td><td>55 ≤ A < 60</td></tr>
<tr><td>D</td><td>1.00</td><td>40 ≤ A < 55</td></tr>
<tr><td>E</td><td>0.00</td><td>0 ≤ A < 40</td></tr>
</table></td></tr>
<tr><td>Reading list</td><td>1. Ibrahim, dkk. 2013. Kurikulum dan Pembelajaran. Jakarta: Rajarafindo Persada.
2. Sukmadinata, Nana Syaodih. 2013. Pengembangan Kurikulum. Bandung: Remaja Rosdakarya.
3. Hamdani, Hamid. 2012. Pengembangan Kurikulum Pendidikan. Bandung: Pustaka Setia.
4. Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Reasearch and Practice for the 21stCentury. Australia: Allen & Unwin.
5. Yee, Lee Peng. 2006. Teaching Secondary School Mathematics a Resource Book. McGraw-Hill.</td></tr>
</table>

	6. Buku Guru dan Buku Siswa Pelajaran Matematika SMP, SMK, dan SMA /sederajat 7. Artikel jurnal terkait kurikulum matematika sekolah 8. Kabibah, Siti dkk (2024). Pengembangan Bahan Ajar Mata Kuliah Telaah Kurikulum Topik Miskonsepsi Matematika untuk Penguatan PCK. Laporan Penelitian