Module designation	**PLP: Program Planning** **Indonesian title:** *Perencanaan Program PLP* **Course code:** 1000002050
Semester(s) in which the module is taught	Semester 6 (Third 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.; Prof. Rooselyna Ekawati, M.Sc., Ph.D.; Prof. Dr. Tatag Yuli Eko Siswono, M.Pd.; Dr. Siti Khabibah, M.Pd.; Dr. Abdul Haris Rosyidi, M. Pd.; Dr. Ismail, M. Pd.; Dr. Susanah, M. Pd.; Dr. Yurizka Meliasari, M. Pd.; Dr. Nonik Indrawatiningsih, M.Pd; Dr. Ali Shodikin, M. Pd.; Dr. Sri Suryanti, M.Si.; Dr. Lestariningsih, S.Pd., M.Pd; Dr. Nia Wahyu Damayanti, M. Pd.; Nina Rinda Prihartini, M. Pd.; Yulia Ihza Elmilla, M. Pd.; Evangelista Luswindyana Palupi, M. Sc.; Dr. Mukhtamilatus Sa'diyah, M.Pd.; Novita Vindri Harini, M. Pd.
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures **Media and tools:** LCD, PowerPoint slides, worksheets
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-6: Demonstrate mathematical knowledge and insight. • PLO-7: Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning. • 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.
Content	This module prepares students to plan School Field Introduction (Pengenalan Lapangan Persekolahan/PLP) activities in mathematics education. Topics include: (1) purposes, scope, ethics, and procedures of PLP; (2) school organisation, culture, administration, and stakeholder roles; (3) observation techniques and school-needs analysis; (4) curriculum analysis and mathematics learning objectives; (5) lesson planning, differentiated instruction, and classroom management; (6)

<table>
<tr><td></td><td>development of mathematics teaching materials, digital media, and learning assessments; (7) planning of extracurricular and school-support activities; (8) coordination, scheduling, risk management, and documentation; and (9) presentation, peer review, revision, and finalisation of a PLP programme proposal. Learning activities include case discussions, document analysis, collaborative workshops, simulations, presentations, and reflective assignments.</td></tr>
<tr><td>Examination forms</td><td>Assessment as described under study and examination requirements.</td></tr>
<tr><td>Study and examination requirements</td><td>Proposed assessment components: participation and professional conduct (15%); school and curriculum analysis assignments (20%); midterm assessment (20%); PLP programme plan and supporting learning documents (30%); final presentation and reflection (15%). Total: 100%.
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. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah.
2. UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.
3. Wiggins, G., & McTighe, J. (2005). Understanding by Design (Expanded 2nd ed.). ASCD.
4. UNESCO. (2018). UNESCO ICT Competency Framework for Teachers (Version 3). UNESCO.
5. Universitas Negeri Surabaya. Pedoman Pengenalan Lapangan Persekolahan (PLP).</td></tr>
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