



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/>

Undergraduate Program of Mathematics

Module Handbook

Module Name:	Teaching Practice PLP - Praktik Mengajar
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	1000004056
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	6 / Third year
Module Coordinator(s):	MBKM Team
Lecturer(s):	MBKM Team
Language:	Indonesian
Classification within the curriculum:	Compulsory course/elective studies
Teaching format/class hours per week during the semester	Teaching format: project-based learning, performance practice, real teaching in partner schools, lectures, and discussion Class hours per week: 4×170 minutes = 680 minutes (11.33 hours), of which 4×50 minutes are guided practice sessions
Workload:	16 weeks per semester consisting of: <ul style="list-style-type: none">• 4 hours guided practice and lectures (4×50 minutes) per week,• 4 hours structured assignments (4×60 minutes) per week,• 4 hours independent study (4×60 minutes) per week, Total workload: $16 \times 4 \times 170$ minutes = 10,880 minutes = 181.33 hours = 6.36 ECTS*
Credit Point:	4 CU (6.36 ECTS)
Requirements:	Micro Teaching and Program Planning
Learning Goals :	Programme Learning Outcomes (PLO) addressed: PLO 3: Develop logical, critical, systematic, and creative thinking in carrying out specific work in their area of expertise and in accordance with the work competency standards of the



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	<p>relevant field</p> <p>PLO 6: Design, implement and evaluate mathematics learning using IT</p> <p>PLO 8: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done</p> <p>PLO 10: Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning</p> <p>Course Learning Outcomes (CLO): after completing this module, students are able to:</p> <p>CLO-1: Open a lesson and carry out the learning steps in real classroom teaching according to the chosen approach, model, strategy, or technique, and organise the learning material (PLO 8, PLO 10)</p> <p>CLO-2: Use teaching materials, learning media, and information and communication technology appropriately in real classroom teaching (PLO 6, PLO 10)</p> <p>CLO-3: Manage the class effectively and efficiently, including giving reinforcement, using language appropriately, and closing the lesson (PLO 8, PLO 10)</p> <p>CLO-4: Carry out learning evaluation, including giving assignments and feedback, and use the evaluation data to improve the next lesson (PLO 6, PLO 10)</p> <p>CLO-5: Demonstrate teaching skills in front of the class, reflect critically on the teaching practice, and complete the final teaching practice report, including a scientific work that can be published in a national journal (PLO 3, PLO 8)</p>
Content:	<p>This course is the application of students' ability to teach in real classrooms, according to the school subject they teach. The teaching skills practised are opening a lesson, mastering the material, using materials, media, and information and communication technology, using language, giving assignments and feedback, reinforcing, and closing a lesson. Students teach in partner schools, are guided and assessed by a mentor teacher and a</p>



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	supervising lecturer, and complete the learning tools while teaching. The course ends with a final report and a scientific work that can be published in a national journal. The indicator of success is that students apply the principles of learning and complete the learning tools in their real teaching.																																																																							
Study/exam achievements	<ul style="list-style-type: none">Students are considered competent and pass if the final score, calculated from participation in activities (50%) and practice or performance assessment (50%), including the midterm examination in week 8 and the final teaching practice report in week 16, is at least 55 or C.Final score is calculated as follows:<table><tr><th>Week</th><th>Course Learning Outcomes (CLO)</th><th>Programme Learning Outcomes (PLO)</th><th>Evaluation</th></tr><tr><td>1</td><td>CLO-1</td><td>PLO-8, PLO-10</td><td>3%</td></tr><tr><td>2</td><td>CLO-1</td><td>PLO-8, PLO-10</td><td>3%</td></tr><tr><td>3</td><td>CLO-1</td><td>PLO-8, PLO-10</td><td>3%</td></tr><tr><td>4</td><td>CLO-1</td><td>PLO-8, PLO-10</td><td>3%</td></tr><tr><td>5</td><td>CLO-2</td><td>PLO-6, PLO-10</td><td>3%</td></tr><tr><td>6</td><td>CLO-2</td><td>PLO-6, PLO-10</td><td>5%</td></tr><tr><td>7</td><td>CLO-2</td><td>PLO-6, PLO-10</td><td>4%</td></tr><tr><td>8</td><td>CLO-3</td><td>PLO-8, PLO-10</td><td>20%</td></tr><tr><td>9</td><td>CLO-3</td><td>PLO-8, PLO-10</td><td>4%</td></tr><tr><td>10</td><td>CLO-3</td><td>PLO-8, PLO-10</td><td>4%</td></tr><tr><td>11</td><td>CLO-3</td><td>PLO-8, PLO-10</td><td>3%</td></tr><tr><td>12</td><td>CLO-4</td><td>PLO-6, PLO-10</td><td>3%</td></tr><tr><td>13</td><td>CLO-4</td><td>PLO-6, PLO-10</td><td>3%</td></tr><tr><td>14</td><td>CLO-4</td><td>PLO-6, PLO-10</td><td>4%</td></tr><tr><td>15</td><td>CLO-5</td><td>PLO-3, PLO-8</td><td>5%</td></tr><tr><td>16</td><td>CLO-5</td><td>PLO-3, PLO-8</td><td>30%</td></tr></table>Final index is defined as follow:<table><tr><th>Index</th><th>Converted Score</th><th>Score Range</th></tr></table>	Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation	1	CLO-1	PLO-8, PLO-10	3%	2	CLO-1	PLO-8, PLO-10	3%	3	CLO-1	PLO-8, PLO-10	3%	4	CLO-1	PLO-8, PLO-10	3%	5	CLO-2	PLO-6, PLO-10	3%	6	CLO-2	PLO-6, PLO-10	5%	7	CLO-2	PLO-6, PLO-10	4%	8	CLO-3	PLO-8, PLO-10	20%	9	CLO-3	PLO-8, PLO-10	4%	10	CLO-3	PLO-8, PLO-10	4%	11	CLO-3	PLO-8, PLO-10	3%	12	CLO-4	PLO-6, PLO-10	3%	13	CLO-4	PLO-6, PLO-10	3%	14	CLO-4	PLO-6, PLO-10	4%	15	CLO-5	PLO-3, PLO-8	5%	16	CLO-5	PLO-3, PLO-8	30%	Index	Converted Score	Score Range
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	<table><tr><td>A</td><td>4.00</td><td>$85 \leq A \leq 100$</td></tr><tr><td>A-</td><td>3.75</td><td>$80 \leq A- < 85$</td></tr><tr><td>B+</td><td>3.50</td><td>$75 \leq B+ < 80$</td></tr><tr><td>B</td><td>3.00</td><td>$70 \leq B < 75$</td></tr><tr><td>B-</td><td>2.75</td><td>$65 \leq B- < 70$</td></tr><tr><td>C+</td><td>2.50</td><td>$60 \leq C+ < 65$</td></tr><tr><td>C</td><td>2.00</td><td>$55 \leq C < 60$</td></tr><tr><td>D</td><td>1.00</td><td>$40 \leq D < 55$</td></tr><tr><td>E</td><td>0.00</td><td>$0 \leq E < 40$</td></tr></table>	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	$0 \leq E < 40$
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Forms of Media	Slides, LCD projector, UNESA Learning Management System (LMS), school learning facilities, video recording for reflection, GeoGebra, Desmos																											
Literature	<ol style="list-style-type: none">1. Direktorat Pembelajaran, Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Kementerian Riset, Teknologi, dan Pendidikan Tinggi. (2017). Panduan program pengenalan lapangan persekolahan program sarjana pendidikan. Kemenristekdikti.2. Divisi Praktik Kegiatan Lapangan, Satuan Merdeka Belajar Kampus Merdeka Universitas Negeri Surabaya. (2021). Buku pedoman pengenalan lapangan persekolahan tahun 2021. Unesa.3. Tim Unesa. (2020). Pedoman dan implementasi kurikulum merdeka belajar kampus merdeka (MBKM). Universitas Negeri Surabaya.4. Emmer, E. T., & Evertson, C. M. (2012). Classroom management for middle and high school teachers (9th ed.). Pearson.5. Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.6. Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7-74.7. Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.																											
Note	*Based on the Regulation of the Minister of Education, Culture,																											



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Research, and Technology of the Republic of Indonesia Number 53 of 2023 on Quality Assurance in Higher Education, 1 credit unit (CU) corresponds to 45 hours of learning per semester. UNESA implements this as 170 minutes per week over 16 weeks, including the midterm and final examinations: $1 \text{ CU} = 170 \times 16 = 2,720$ minutes or 45.3 hours. The total workload of 144 CU is therefore $144 \times 45.3 = 6,523.2$ hours. UNESA sets this workload as equivalent to 229 ECTS, so that $1 \text{ ECTS} = 6,523.2 / 229 = 28.48$ hours and $1 \text{ CU} = 1.59 \text{ ECTS}$.