Module designation	**Lesson Plan** **Indonesian title:** *Perencanaan Pembelajaran* **Course code:** 8420202004
Semester(s) in which the module is taught	Semester 4 (Second year)
Person responsible for the module	**Coordinator:** Dr. Endah Budi Rahaju., M.Pd. **Teaching staff:** 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	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	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

<table>
<tr><td></td><td>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.</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-1</td><td>PLO-7</td><td>5</td></tr>
<tr><td>2</td><td>CLO-2</td><td>PLO-3</td><td>5</td></tr>
<tr><td>3</td><td>CLO-2</td><td>PLO-3</td><td>3</td></tr>
<tr><td>4</td><td>CLO-3</td><td>PLO-3</td><td>10</td></tr>
<tr><td>5</td><td>CLO-4</td><td>PLO-3</td><td>5</td></tr>
<tr><td>6</td><td>CLO-4</td><td>PLO-3</td><td>5</td></tr>
<tr><td>7</td><td>CLO-5</td><td>PLO-7</td><td>10</td></tr>
<tr><td>8</td><td>CLO-6</td><td>PLO-7</td><td>5</td></tr>
<tr><td>9</td><td>CLO-6</td><td>PLO-7</td><td>5</td></tr>
<tr><td>10</td><td>CLO-6</td><td>PLO-7</td><td>10</td></tr>
<tr><td>11</td><td>CLO-7</td><td>PLO-7</td><td>5</td></tr>
<tr><td>12</td><td>CLO-7</td><td>PLO-7</td><td>5</td></tr>
<tr><td>13</td><td>CLO-7</td><td>PLO-7</td><td>10</td></tr>
<tr><td>14</td><td>CLO-10</td><td>PLO-3</td><td>5</td></tr>
<tr><td>15</td><td>CLO-8</td><td>PLO-3</td><td>10</td></tr>
<tr><td>16</td><td>CLO-9</td><td>PLO-3</td><td>2</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. 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
5. Fullan, M., Quinn, J., & McEachen, J. (2018). Deep learning: Engage</td></tr>
</table>

	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