



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:	School Mathematics Matematika Sekolah
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	8420203111
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	3 / Second Year
Module Coordinator(s):	Prof. Dr. Masriyah, M.Pd.
Lecturer(s):	Prof. Dr. Masriyah, M.Pd. Dr. Endah Budi Rahaju, M.Pd. Dr. Siti Khabibah, M.Pd. Dr. Abdul Haris Rosyidi, S.Pd., M.Pd. Dr. Lestariningsih, S.Pd., M.Pd. Dr. Ali Shodikin, S.Pd., M.Pd. Dr. Nonik Indrawatiningsih, 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 : $16 \times 3 \times 170$ minutes = 8,160 minutes = 136 hours=4.8 ECTS*
Credit Point:	3
Requirements:	Foundation of Mathematics and



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Learning Goals :	PLO-2: Demonstrate a resilient, collaborative, adaptive, innovative, inclusive character, demonstrate a lifelong learning spirit, and demonstrate an entrepreneurial spirit 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-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:	Reviewing the essential concepts of Mathematics in Junior High School/Islamic Junior High School, and Senior High School/Islamic Senior High School Mathematics, student and/or teacher misconceptions and learning alternatives that utilize ICT through active, collaborative and reflective learning																																												
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: <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>CPL-2</td><td>5</td></tr><tr><td>2</td><td>CLO -1</td><td>CPL-3</td><td>10</td></tr><tr><td>3</td><td>CLO -2</td><td>CPL-3</td><td>5</td></tr><tr><td>4</td><td>CLO -4</td><td>CPL-8</td><td>5</td></tr><tr><td>5</td><td>CLO -3</td><td>CPL-10</td><td>5</td></tr><tr><td>6</td><td>CLO -5</td><td>CPL-11</td><td>5</td></tr><tr><td>7</td><td>CLO -2</td><td>CPL-8</td><td>10</td></tr><tr><td>8</td><td>CLO -5</td><td>CPL-10</td><td>10</td></tr><tr><td>9</td><td>CLO -3</td><td>CPL-8</td><td>5</td></tr><tr><td>10</td><td>CLO -5</td><td>CPL-11</td><td>5</td></tr></table>	Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)	1	CLO-1	CPL-2	5	2	CLO -1	CPL-3	10	3	CLO -2	CPL-3	5	4	CLO -4	CPL-8	5	5	CLO -3	CPL-10	5	6	CLO -5	CPL-11	5	7	CLO -2	CPL-8	10	8	CLO -5	CPL-10	10	9	CLO -3	CPL-8	5	10	CLO -5	CPL-11	5
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	13	CLO -2	CPL-11	5																													
	14	CLO -5	CPL-2	5																													
	15	CLO -3	CPL-8	5																													
	16	CLO -3	CPL-11	10																													
	Final index is defined as follow:<table><tr><th>Index</th><th>Converted Score</th><th>Score Range</th></tr><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>				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
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Forms of Media	Slides and LCD projectors, whiteboard																																
Literature	- Sultan Alan, Artzt, Alice F. 2011. The Mathematics That Every Secondary School Math Teacher Need To Know . New York: Routledge - Van de Walle, John A. Karen S. Karp, Jennifer M. Bay-Williams. 2013. Elementary and Middle School Mathematics, Teaching Developmentally, Eight Edition . USA: Pearson Education - Sonnabend, Thomas. 2010. Mathematics for Teachers: An Interactive Approach for Grade K-8, Fourth Edition. USA: Brooks/Cole, USA: Brooks/Cole, Cengage Learning - Yee Lee Peng. 2006. Teaching Secondary School Mathematics, A Resource Book . Singapore : Mc Graw Hill - Buku-buku Matematika SMP/MTs yang relevan dengan kurikulum yang berlaku - Buku-buku Matematika SMA/MA yang relevan dengan kurikulum yang berlaku.																																



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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) $1 \text{ CU} = 170 \times 16 = 2.720$ minutes or 45.3 hours. Therefore, workhours in 144 CU $\times 45.3 \text{ hours} = 6.523,2$ hours. Unesa decided that 1 ECTS with 144 CU, $6.523,2/229 \text{ ECTS} = 28.48$ hours, so that $1 \text{ CU} = 1.59 \text{ ECTS}$
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