



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:	Micro Teaching Pembelajaran Mikro
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	8420202004
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	6 th / Third year
Module Coordinator(s):	Dr. Siti Khabibah, M.Pd
Lecturer(s):	Prof. Dr. Masriyah, M.Pd. Prof. Rooselyna Ekawati, Ph.D. Dr. Siti Khabibah, M.Pd. Dr. Rini Setianingsih, M.Kes. Dr. Janet Trineke Manoy, M.Pd. Dr. Endah Budi Rahaju, M.Pd. Dr. Ismail, M.Pd. Dr. Susanah, M.Pd. Dr. Pradnyo Wijayanti, M.Pd. Dr. Abdul Haris Rosyidi, S.Pd., M.Pd. Dr. Lestariningsih, S.Pd., M.Pd. Dr. Sri Suryanti, S.Pd., M.Si. Dr. Nia Wahyu Damayanti, S.Pd., M.Pd. Dr. Sugi Hartono, M.Pd. Dr. Ali Shodikin, S.Pd., M.Pd. Dr. Nonik Indrawatiningsih, M.Pd. Dr. Yurizka Melia Sari, M.Pd. Dr. Mukhtamilatus Sa'diyah, M.Pd. Ika Kurniasari, S.Pd., M.Pd. Evangelista Lus Windyana Palupi, S.Pd., M.Sc. Yulia Izza El Milla, S.Pd., M.Pd. Nina Rinda Prihartiwi, S.Pd., M.Pd. Liza Puspita Yanti, S.Pd., MAE Shofan Fiangga, S.Pd., M.Sc. Nurus Saadah, S.Pd., M.Pd.



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	Novita Vindri Harini, 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/ 2 x 170 minutes = 340 minutes = 5.7 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 x 2 x 170 minutes = 5,440 minutes = 90,67 hours = 3.1 ECTS*
Credit Point:	2
Requirements:	Foundation of Education, Learning Theories, School Curriculum
Learning Goals:	PLO-5: Possess basic mathematical knowledge to solve mathematical problems and their applications in education. 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:	Studying deep learning, basic teaching skills, develops learning tools, based on the applicable curriculum, the needs and diversity of students, including those with special needs. These tools serve as a means of preparing students to manage classroom learning for Micro-learning courses in accordance with applicable National Education Standards through workshops and discussions. Students are required to utilize ICT and research results to produce products in the form of learning tools in elementary and secondary education through activities in the form of peer teaching.



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**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:

Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)
1	CLO-1	PLO-7	5
2	CLO-1	PLO-7	5
3	CLO-1	PLO-7	5
4	CLO-2	PLO-6	5
5	CLO-2	PLO-6	5
6	CLO-4	PLO-10	5
7	CLO-3	PLO-8	5
8	CLO-2	PLO-6	10
9	CLO-4	PLO-10	5
10	CLO-4	PLO-10	5
11	CLO-3	PLO-8	5
12	CLO-4	PLO-10	5
13	CLO-4	PLO-10	5
14	CLO-4	PLO-10	5
15	CLO-4	PLO-10	5
16	CLO-4	PLO-10	20

- Final index is defined as follow:

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	$0 \leq E < 40$

Forms of Media

Slides and LCD projectors, whiteboard



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Literature	1. Susantini, E., dkk. 2014. Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press 2. Panduan dari Tim MBKM 3. Arends, R.I. 2012. Learning to Teach. New York: McGraw-Hill International Edition. 4. Slavin, R.E. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks. 5. Estu Miyarso. 2019. Perancangan Pembelajaran Inovatif. Modul PPG5.Kurikulum Sekolah yang berlaku 6. Tomlinson, C. A. 2001. How to Differentiated instruction in mixed-ability classrooms 2nd Ed). Alexandria, VA: ASCD. 7. Ausubel, David Paul. The Psychology of Meaningful Verbal Learning, Grune and Stratton, New York, 1963 8. Hassed Craig & Chamber, Richard (2015). Mindfulness Learning. New York: Amazon Publisher
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 $1 \text{ CU} = 1.59 \text{ ECTS}$