MODULE HANDBOOK

Module Name:	Curriculum Analysis
Module Level:	Sarjana (S-1) / Bachelor
Abbreviation, if applicable:	8420203217
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	5/ Third year
Module Coordinator(s):	Dr. Endah Budi Rahaju, M.Pd
Lecturer(s):	Dr. Endah Budi Rahaju, M.Pd Dr. Ismail, M.Pd Ahmad Wachidul Kohar, 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:	15 weeks per semester consisting of: ➢ 2.5 hours lectures (3 x 50 minutes) per week, ➢ 3 hours tutorial assignments (3 x 60 minutes) per week, ➢ 3 hours individual study (3 x 60 minutes) per week, Total workload : 14x3x170 minutes = 7,140 minutes = 4.76 ECTS*
Credit Point:	3
Requirements:	Innovative Learning I
Learning Goals:	**Knowledge** CLO-1: Demonstrate knowledge and insights about curriculum concepts, school mathematics curriculum development, and school mathematics curriculum analysis **Skill** CLO-2: Design strategies to overcome mathematical misconceptions in the form of learning trajectories for learning in secondary schools (Junior Hight School/ Senior Hight School/ Vocational Hight School) by utilizing ICT

	CLO-3: Evaluate the design of strategies to overcome mathematical misconceptions in the form of learning trajectories for learning in secondary schools (Junior Hight School/ Senior Hight School/ Vocational Hight School) by utilizing ICT **Competency** CLO-4: Communicate ideas and research results related to the school mathematics curriculum effectively orally and in writing CLO-5: Make decisions based on data / information in completing tasks related to the school mathematics curriculum which are the responsibility of students and evaluate the work that has been done. **Social** CLO-6: Demonstrate scientific, critical and innovative attitudes in analyzing school mathematics curriculum and student misconceptions, as well as designing and evaluating strategic plans to overcome student misconceptions in mathematics learning in Junior Hight School/ Senior Hight School/ Vocational Hight School.
Content:	The concept of the curriculum, the development of the mathematics curriculum in Indonesian schools, the mathematics curriculum in other countries schools, the comparison of the mathematics curriculum in schools in Indonesia and other countries, the standard content of the mathematics curriculum for Junior Hight School, Senior Hight School and Vocational Hight School, essential concepts in the mathematics material for Junior Hight School, Senior Hight School and Vocational Hight School and learning, student misconceptions on mathematics material for Junior Hight School, Senior Hight School and Vocational Hight School, strategies for overcoming student misconceptions on mathematics material for Junior Hight School, Senior Hight School and Vocational Hight School.

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<td>Study/exam achievements</td>
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Students are considered competent and pass if the final score calculated from the score of midterm exam, assignments, participation, and final exam is at least 55 or C.
Final score is calculated as follows:
20% midterm exam + 30% assignments + 20% participation + 30% final exam
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>
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<tr>
<td>Forms of Media</td>
<td>Slides and LCD projectors, whiteboard</td>
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<tr>
<td>Literature</td>
<td>

[1] Dokumen kurikulum matematika sekolah Kementerian Pendidikan dan Kebudayaan
[2] Ibrahim, dkk. 2013. Kurikulum dan Pembelajaran. Jakarta: Rajarafindo Persada.
[3] Sukmadinata, Nana Syaodih. 2013. Pengembangan Kurikulum. Bandung: Remaja Rosdakarya.
[4] Hamdani, Hamid. 2012. Pengembangan Kurikulum Pendidikan. Bandung: Pustaka Setia.
[5] Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Reasearch and Practice for the 21st Century. Australia: Allen & Unwin.
[6] Yee, Lee Peng. 2006. Teaching Secondary School Mathematics a Resource Book. McGraw-Hill.
[7] Buku Guru dan Buku Siswa Pelajaran Matematika SMP, SMK, dan SMA /sederajat
[8] Artikel jurnal terkait kurikulum matematika sekolah

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Note	*Total hours per 1 credit in 1 semester={(1 credit x 170 minutes x 14 weeks)/60 minutes}=39,67 hours. Each ECTS equals with 25 hours therefore 1 credit in 1 semester equals 1,59 ECTS.