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/

Module Name:	Perencanaan Program PLP PLP Program Planning
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	1000002050
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	VI/ Third year
Module Coordinator(s):	Dr. Endah Budi Rahaju, M. Pd.
Lecturer(s):	- Dr. Endah Budi Rahaju, M. Pd. - Prof. Dr. Masriyah, M.Pd. - Prof. Rooselyna Ekawati, M.Sc., Ph.D. - Prof. Dr. Tatag Yuli Eko Siswono, M.Pd. - Dr. Siti Khabibah, M.Pd. - Dr. Abdul Haris Rosyidi, M. Pd. - Dr. Ismail, M. Pd. - Dr. Susanah, M. Pd. - Dr. Yurizka Meliasari, M. Pd. - Dr. Nonik Indrawatiningsih, M.Pd - Dr. Ali Shodikin, M. Pd. - Dr. Sri Suryanti, M.Si. - Dr. Lestariningsih, S.Pd., M.Pd - Dr. Nia Wahyu Damayanti, M. Pd. - Nina Rinda Prihartini, M. Pd. - Yulia Ihza Elmilla, M. Pd. - Evangelista Luswindyana Palupi, M. Sc. - Dr. Mukhtamilatus Sa'diyah, M.Pd. - Novita Vindri Harini, M. Pd.
Language:	Indonesia (Indonesian Language)
Classification within the curriculum:	Compulsory course/~~elective studies~~
Teaching format/class hours per week during the semester	2 contact hours of lectures (Indonesia credit semester or sks*)

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/

Workload:	16 weeks per semester consisting of: • 2 hours lectures (2 × 50 minutes) per week, • 2 hours structured assignments (2 × 60 minutes) per week, • 2 hours independent study (2 × 60 minutes) per week, Total workload: 16 × 2 × 170 minutes = 5,440 minutes = 90.67 hours = 3.18 ECTS*.
Credit Point:	2 CU (3.18 ECTS)
Requirements:	N/A
Learning Goals :	**Programme Learning Outcomes (PLO) addressed:** - PLO 2: Demonstrate a tough, collaborative, adaptive, innovative, inclusive, lifelong learner, and entrepreneurial character. - 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 relevant field. - PLO 6: Design, implement and evaluate mathematics learning using IT. - PLO 7: Communicate ideas and research results effectively, orally, and in writing. - 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. - PLO 10: Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning. Course Learning Outcomes (CLO): after completing this module, students are able to: - CLO 1: Explain the objectives, professional ethics, roles, and procedures of school-based field experience (PLP). (PLO 2, 10) - CLO 2: Analyse school characteristics, curriculum documents, student needs, and classroom learning conditions to identify priorities for PLP activities. (PLO 3, 8, 10) - CLO 3: Design mathematics lesson plans, learning materials, assessment instruments, and appropriate digital learning media for school contexts. (PLO 6, 10) - CLO 4: Collaborate with peers and school stakeholders to prepare and communicate a feasible PLP programme plan. (PLO 2, 7)

<table>
<tr><td></td><td>- CLO 5: Evaluate and revise the PLP programme plan based on evidence, feedback, and reflective analysis. (PLO 3, 7, 8)</td></tr>
<tr><td>Content:</td><td>This module prepares students to plan School Field Introduction (Pengenalan Lapangan Persekolahan/PLP) activities in mathematics education. Topics include: (1) purposes, scope, ethics, and procedures of PLP; (2) school organisation, culture, administration, and stakeholder roles; (3) observation techniques and school-needs analysis; (4) curriculum analysis and mathematics learning objectives; (5) lesson planning, differentiated instruction, and classroom management; (6) development of mathematics teaching materials, digital media, and learning assessments; (7) planning of extracurricular and school-support activities; (8) coordination, scheduling, risk management, and documentation; and (9) presentation, peer review, revision, and finalisation of a PLP programme proposal. Learning activities include case discussions, document analysis, collaborative workshops, simulations, presentations, and reflective assignments.</td></tr>
<tr><td>Study/exam achievements</td><td>• Proposed assessment components: participation and professional conduct (15%); school and curriculum analysis assignments (20%); midterm assessment (20%); PLP programme plan and supporting learning documents (30%); final presentation and reflection (15%). Total: 100%.
• 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></td></tr>
<tr><td>Forms of Media</td><td>LCD, PowerPoint slides, worksheets</td></tr>
</table>

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/

Literature	1. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. 2. UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO. 3. Wiggins, G., & McTighe, J. (2005). Understanding by Design (Expanded 2nd ed.). ASCD. 4. UNESCO. (2018). UNESCO ICT Competency Framework for Teachers (Version 3). UNESCO. 5. Universitas Negeri Surabaya. Pedoman Pengenalan Lapangan Persekolahan (PLP).
Note	Based on Regulation of the Minister of Higher Education, Science, and Technology of the Republic of Indonesia Number 39 of 2025 on Quality Assurance in Higher Education, one credit unit (CU) represents approximately 45 hours of learning per semester. UNESA's curriculum uses 170 minutes per CU per week over 16 weeks, including midterm and final assessments. For Qualitative Research (2 CU), the total workload is 2 × 170 × 16 = 5,440 minutes, or 90.67 hours per semester. Using UNESA's institutional conversion of 1 CU = 1.59 ECTS, the course is equivalent to 3.18 ECTS.