MINISTRY OF HIGHER EDUCATION, SCIENCE, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
**UNDERGRADUATE PROGRAM OF MATHEMATICS EDUCATION**
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| **Module Name:** | Personality Development<br>Pengembangan Kepribadian |
| **Module Level:** | Sarjana (S-1) / Undergraduate |
| **Abbreviation, if applicable:** | 8420202240 |
| **Sub-heading, if applicable:** | - |
| **Course included in the module, if applicable:** | - |
| **Semester/term:** | 7 / Fourth year |
| **Module Coordinator(s):** | Lecturer Team of the Undergraduate Mathematics Education Programme |
| **Lecturer(s):** | Lecturer Team of the Undergraduate Mathematics Education Programme |
| **Language:** | Indonesian |
| **Classification within the curriculum:** | ~~Compulsory course~~/elective studies |
| **Teaching format/class hours per week during the semester** | Teaching format: interactive lectures, case discussions, reflective journaling, role playing, group projects, and mentoring<br>Class hours per week: 2 x 170 minutes = 340 minutes (5.67 hours), of which 2 x 50 minutes are lectures |
| **Workload:** | 16 weeks per semester consisting of:<br>• 2 hours lectures (2 x 50 minutes) per week,<br>• 2 hours structured assignments (2 x 60 minutes) per week,<br>• 2 hours independent study (2 x 60 minutes) per week,<br><br>Total workload: 16 x 2 x 170 minutes = 5,440 minutes = 90.67 hours = 3.18 ECTS* |
| **Credit Point:** | 2 CU (3.18 ECTS) |
| **Requirements:** | None |
| **Learning Goals :** | **Programme Learning Outcomes (PLO) addressed:**<br>PLO 1: Able to demonstrate the values of religion, nationality and national culture, as well as academic ethics in carrying out |

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| | their duties<br>PLO 2: Demonstrate a tough, collaborative, adaptive, innovative, inclusive, lifelong learner, and entrepreneurial character<br>PLO 4: Develop themselves continuously and collaborate<br><br>**Course Learning Outcomes (CLO): after completing this module, students are able to:**<br>CLO-1: Explain the concept of personality and the personality competence of a teacher, and demonstrate religious, national, and cultural values and academic and professional ethics in learning and in daily conduct (PLO 1)<br>CLO-2: Analyse their own strengths, values, and emotions, and develop resilience, adaptability, and a growth mindset in facing the demands of study and of the teaching profession (PLO 2, PLO 4)<br>CLO-3: Work collaboratively and inclusively with diverse people, communicate assertively, and manage conflict constructively in a team (PLO 2, PLO 4)<br>CLO-4: Prepare, implement, and reflect on a personal development plan as a lifelong learner and a prospective teacher, and present it in a personal development portfolio (PLO 1, PLO 4) |
| **Content:** | This course helps prospective mathematics teachers to develop the personality that the teaching profession demands, which is stable, mature, wise, of good character, and a role model for students. Topics are the concept of personality and the personality competence of teachers; religious, national, and cultural values, academic integrity, and professional ethics; self-awareness, strengths, and values; emotional intelligence, resilience, and well-being; adaptability, growth mindset, and an innovative attitude; teamwork, inclusiveness, interpersonal communication, and conflict management; initiative and leadership; and lifelong learning with a personal development plan. Learning combines interactive lectures, case discussions, role playing, group projects, |

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| | and reflective journaling, and ends with a personal development portfolio that students present. |
| **Study/exam achievements** | • Students are considered competent and pass if the final score, calculated from weekly tasks, reflective journals, and participation (50%), the midterm formative examination (20%), and the portfolio-based final formative examination (30%), is at least 55 or C.<br>• Final score is calculated as follows: |

| Week | Course Learning Outcomes (CLO) | Programme Learning Outcomes (PLO) | Evaluation |
|---|---|---|---|
| 1 | CLO-1 | PLO-1 | 3% |
| 2 | CLO-1 | PLO-1 | 3% |
| 3 | CLO-1 | PLO-1 | 3% |
| 4 | CLO-1 | PLO-1 | 3% |
| 5 | CLO-2 | PLO-2, PLO-4 | 3% |
| 6 | CLO-2 | PLO-2, PLO-4 | 3% |
| 7 | CLO-2 | PLO-2, PLO-4 | 3% |
| 8 | CLO-2 | PLO-2, PLO-4 | 20% |
| 9 | CLO-2 | PLO-2, PLO-4 | 4% |
| 10 | CLO-3 | PLO-2, PLO-4 | 4% |
| 11 | CLO-3 | PLO-2, PLO-4 | 4% |
| 12 | CLO-3 | PLO-2, PLO-4 | 4% |
| 13 | CLO-3 | PLO-2, PLO-4 | 4% |
| 14 | CLO-4 | PLO-1, PLO-4 | 4% |
| 15 | CLO-4 | PLO-1, PLO-4 | 5% |
| 16 | CLO-4 | PLO-1, PLO-4 | 30% |

• Final index is defined as follow:

| Index | Converted Score | Score Range |
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| A | 4.00 | $85 \leq A \leq 100$ |
| A- | 3.75 | $80 \leq A- < 85$ |

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| | 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, LCD projector, whiteboard, UNESA Learning Management System (LMS), online self-assessment instruments, reflective journal and e-portfolio (Google Docs or Google Sites) | | |
| **Literature** | 1. Republik Indonesia. (2005). Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen.<br>2. Menteri Pendidikan Nasional Republik Indonesia. (2007). Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru.<br>3. Feist, J., Feist, G. J., & Roberts, T.-A. (2018). Theories of personality (9th ed.). McGraw-Hill Education.<br>4. Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. Teaching and Teacher Education, 20(2), 107-128.<br>5. Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.<br>6. Dweck, C. S. (2006). Mindset: The new psychology of success. Random House.<br>7. Duckworth, A. (2016). Grit: The power of passion and perseverance. Scribner.<br>8. Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.<br>9. Covey, S. R. (2020). The 7 habits of highly effective people (30th anniversary ed.). Simon & Schuster. | | |
| **Note** | *Based on the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 on Quality Assurance in Higher Education, 1 credit unit (CU) corresponds to 45 hours of learning per semester. UNESA implements this as 170 minutes per week over 16 weeks, including | | |

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| | the midterm and final examinations: 1 CU = 170 x 16 = 2,720 minutes or 45.3 hours. The total workload of 144 CU is therefore 144 x 45.3 = 6,523.2 hours. UNESA sets this workload as equivalent to 229 ECTS, so that 1 ECTS = 6,523.2 / 229 = 28.48 hours and 1 CU = 1.59 ECTS. |