Module designation	**Lesson Plan Development** **Indonesian title:** *Pengembangan Perencanaan Pembelajaran* **Course code:** 1000003052
Semester(s) in which the module is taught	Semester 6 (Third year)
Person responsible for the module	**Coordinator:** Dr. Endah Budi Rahaju, M.Pd. **Teaching staff:** Dr. Nia Wahyu Damayanti, M.Pd.; Dr. Mukhtamilatus Sa'diyah, M.Pd.; Dr. Siti Khabibah, M.Pd.; Dr. Nonik Indrawatiningsih, M.Pd; Dr. Sugi Hartono, M.Pd.
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures using problem-based and project-based learning, discussions, project assignments, workshops, and reflection. **Media and tools:** Slides, LCD projector, UNESA Learning Management System (LMS), Google Docs, Google Slides, Google Forms, Canva, Microsoft Word, PDF documents, smartphones, and laptops.
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 3 CU × 170 minutes × 16 weeks = 8,160 minutes = 136.00 hours (≈ 4.77 ECTS) **Contact hours:** lectures, 3 × 50 minutes per week × 16 weeks = 40.00 hours (class hours per week: 510 minutes = 8.50 hours, including structured activities) **Private study including examination preparation:** structured assignments, 3 × 60 minutes per week × 16 weeks = 48.00 hours; independent study, 3 × 60 minutes per week × 16 weeks = 48.00 hours (total 96.00 hours)
Credit points	3 CU (4.77 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-6: Demonstrate mathematical knowledge and insight. • PLO-7: Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning. • PLO-10: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done. **Course learning outcomes (CLO): after completing this module, students are able to:** • CLO-1: Analyze curriculum documents, learning standards, and learners' characteristics as the basis for developing mathematics lesson plans. (PLO-10) • CLO-2: Formulate measurable learning objectives and organize mathematical content and learning sequences aligned with curriculum requirements. (PLO-10) • CLO-3: Design appropriate mathematics learning activities,

<table>
<tr><td></td><td>instructional strategies, and assessment instruments based on learning objectives and learners' needs. (PLO-
• CLO-4: Integrate digital technology and innovative instructional media into mathematics lesson plans to support effective and inclusive learning. (PLO-6, PLO-10)
• CLO-5: Develop, present, evaluate, and revise comprehensive mathematics lesson plans based on pedagogical principles, peer feedback, and assessment evidence. (PLO-6, PLO-7, PLO-10)</td></tr>
<tr><td>Content</td><td>The course focuses on developing comprehensive and effective mathematics lesson plans aligned with curriculum requirements and learners' characteristics. The content includes curriculum analysis, formulation of learning objectives, organization of mathematical content, selection of appropriate instructional models and strategies, development of student-centered learning activities, integration of digital technology and instructional media, and design of formative and summative assessments. Students also explore differentiated and inclusive instruction, the application of problem-based and project-based learning, and the alignment of learning objectives, instructional activities, and assessments. Through project-based assignments, collaborative discussions, peer reviews, and reflective activities, students develop, evaluate, and refine mathematics lesson plans that promote meaningful, engaging, and effective learning experiences.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-1</td><td>PLO-10</td><td>5</td></tr>
<tr><td>2</td><td>CLO-2</td><td>PLO-6</td><td>5</td></tr>
<tr><td>3</td><td>CLO-2</td><td>PLO-6</td><td>3</td></tr>
<tr><td>4</td><td>CLO-3</td><td>PLO-6</td><td>10</td></tr>
<tr><td>5</td><td>CLO-4</td><td>PLO-6</td><td>5</td></tr>
<tr><td>6</td><td>CLO-4</td><td>PLO-6</td><td>5</td></tr>
<tr><td>7</td><td>CLO-5</td><td>PLO-10</td><td>10</td></tr>
<tr><td>8</td><td>CLO-6</td><td>PLO-10</td><td>5</td></tr>
<tr><td>9</td><td>CLO-6</td><td>PLO-10</td><td>5</td></tr>
<tr><td>10</td><td>CLO-6</td><td>PLO-10</td><td>10</td></tr>
<tr><td>11</td><td>CLO-7</td><td>PLO-10</td><td>5</td></tr>
<tr><td>12</td><td>CLO-7</td><td>PLO-10</td><td>5</td></tr>
<tr><td>13</td><td>CLO-7</td><td>PLO-10</td><td>10</td></tr>
<tr><td>14</td><td>CLO-10</td><td>PLO-6</td><td>5</td></tr>
<tr><td>15</td><td>CLO-8</td><td>PLO-6</td><td>10</td></tr>
<tr><td>16</td><td>CLO-9</td><td>PLO-6</td><td>2</td></tr>
</table></td></tr>
<tr><td>Study and examination requirements</td><td>Students are considered competent and pass if the final score, calculated from weekly assignments and project outputs (weeks 1 to 12: 60%), simulation-based practice (weeks 13 to 15: 30%), and the final assessment (week 16: 10%), is at least 55 or C.
Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
</table></td></tr>
</table>

	A: 4.00, 85 ≤ A ≤ 100 A-: 3.75, 80 ≤ A < 85 B+: 3.50, 75 ≤ A < 80 B: 3.00, 70 ≤ A < 75 B-: 2.75, 65 ≤ A < 70 C+: 2.50, 60 ≤ A < 65 C: 2.00, 55 ≤ A < 60 D: 1.00, 40 ≤ A < 55 E: 0.00, 0 ≤ A < 40
Reading list	1. Ratumanan, T. G., & Rosmiati, I. (2023). Perencanaan Pembelajaran (Edisi Kedua). Rajawali Pers. 2. Ananda, R. (2019). Perencanaan Pembelajaran . LPPPI. 3. Wiggins, G., & McTighe, J. (2005). Understanding by Design (Expanded 2nd ed.). ASCD. 4. Joyce, B., Weil, M., & Calhoun, E. (2015). Models of Teaching (9th ed.). Pearson. 5. Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners (2nd ed.). ASCD. 6. Fullan, M., Quinn, J., & McEachen, J. (2018). Deep Learning: Engage the World, Change the World . Corwin. 7. Brahier, D. J. (2024). Teaching secondary and middle school mathematics (7th ed.). Routledge.