



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:	Evaluasi Program PLP PLP Program Evaluation
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	1000002049
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):	<ul style="list-style-type: none">- 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.- Nurus Saadah, M. Pd.
Language:	Indonesia (Indonesian Language)
Classification within the curriculum:	Compulsory course/ elective studies



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Teaching format/class hours per week during the semester	2 contact hours of lectures (Indonesia credit semester or sks*)
Workload:	16 weeks per semester consisting of: <ul style="list-style-type: none">• 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: $16 \times 2 \times 170$ minutes = 5,440 minutes = 90.67 hours = 3.18 ECTS*.
Credit Point:	2 CU (3.18 ECTS)
Requirements:	N/A
Learning Goals :	<p>Programme Learning Outcomes (PLO) addressed:</p> <ul style="list-style-type: none">- PLO 1: Able to demonstrate the values of religion, nationality and national culture, as well as academic ethics in carrying out their duties.- 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 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. <p>Course Learning Outcomes (CLO): after completing this module, students are able to:</p> <ul style="list-style-type: none">- CLO 1: Demonstrate professional ethics, responsibility, and constructive collaboration when evaluating school-based PLP activities (PLO 1, 2)- CLO 2: Establish relevant evaluation criteria and indicators for the planning, implementation, and outcomes of mathematics teaching activities during PLP, (PLO 3, 10)- CLO 3: Collect and analyse observation records, teaching documents, feedback, and reflective evidence using appropriate evaluation instruments, (PLO 3, 8, 10)



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	<ul style="list-style-type: none"> - CLO 4: Prepare and communicate an evidence-based PLP evaluation report, identifying strengths, limitations, and feasible recommendations, (PLO 7, 8) - CLO 5: Formulate a realistic follow-up improvement plan for mathematics instruction and professional teaching practice based on evaluation findings, (PLO 2, 8, 10)
Content:	<p>The module focuses on systematic, ethical, and evidence-based evaluation of the School Environment Introduction Programme (Pengenalan Lapangan Persekolahan, PLP), particularly mathematics teaching practice.</p> <p>Core topics:</p> <ul style="list-style-type: none"> - purposes, scope, principles, and stages of PLP programme evaluation; - evaluation criteria, indicators, and logic models, including context, input, process, and product (CIPP); - evaluation of school context, learning needs, lesson plans, teaching materials, and assessment instruments; - classroom observation, reflective journals, interviews, document analysis, and student/mentor feedback; - evaluation of instructional implementation, classroom management, inclusion, and responsible use of educational technology; - descriptive analysis, triangulation, evidence quality, and ethical treatment of school data; - identification of programme achievements, constraints, and improvement priorities; and - preparation, presentation, and reflection on the PLP evaluation report and follow-up action plan. <p>Learning activities include guided discussion, analysis of authentic or anonymised PLP evidence, instrument development, collaborative case evaluation, report writing, and presentations.</p>
Study/exam achievements	<ul style="list-style-type: none"> • Assessment components (proposed; subject to alignment with the approved course syllabus): <ol style="list-style-type: none"> (1) Participation, professional conduct, and reflective engagement: 10%. (2) Evaluation framework and instrument design: 20%. (3) Analysis of PLP evidence and evaluation case assignment: 25%. (4) Mid-semester assessment: 15%.



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	<p>(5) Final evaluation report, presentation, and improvement plan: 30%.</p> <p>(6) Total: 100%. Assessment uses rubrics addressing validity of indicators, evidence quality, analytical reasoning, ethical practice, clarity of reporting, and feasibility of recommendations.</p> <ul style="list-style-type: none">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>	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	$0 \leq E < 40$
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Forms of Media	LCD, PowerPoint slides, worksheets																														
Literature	<ol style="list-style-type: none">Stufflebeam, D. L., & Zhang, G. (2017). The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability. Guilford Press.Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). Program Evaluation: Alternative Approaches and Practical Guidelines (4th ed.). Pearson.Patton, M. Q. (2015). Qualitative Research & Evaluation Methods: Integrating Theory and Practice (4th ed.). SAGE Publications.Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. ASCD.5. Official UNESA PLP guidelines and PLP course syllabus.																														
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 $2 \times 170 \times 16 = 5,440$ minutes, or 90.67 hours per semester. Using UNESA’s institutional																														



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	conversion of 1 CU = 1.59 ECTS, the course is equivalent to 3.18 ECTS.
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