



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:	School Curriculum Kurikulum Sekolah
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	8420202004
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	2 st / First year
Module Coordinator(s):	Dr. Endah Budi Rahaju, M.Pd
Lecturer(s):	Dr. Endah Budi Rahaju, M.Pd Prof. Dr. Masriyah, M.Pd Dr. Siti Khabibah, M.Pd Dr. Abdul Haris Rosyidi, 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/ 2 x 170 minutes = 340 minutes = 5.7 hours lectures
Workload:	16 weeks per semester consisting of: <ul style="list-style-type: none">• 2 hours lectures (2 x 50 minutes) per week,• 2 hours assignments (2 x 60 minutes) per week,• 2 hours individual study (2 x 60 minutes) per week, Total workload: 16 x 2 x 170 minutes = 5,440 minutes = 90,67 hours = 3.1 ECTS*
Credit Point:	2
Requirements:	N/A
Learning Goals:	CPL 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 CPL 7: Communicate ideas and research results effectively, orally, and in writing CPL 8: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done



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CPL 10: Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning

Content:

This course examines the definition of a curriculum, the development of school mathematics curricula in Indonesia and other countries—covering both current and previous curricula—and their alignment with instructional practices. It includes curriculum analysis (encompassing task and content analysis) and the design of strategies to address mathematical misconceptions in secondary schools (junior and senior high schools/vocational schools) by leveraging ICT through task-based learning and discussion.

**Study/exam
achievements**

- Students are considered competent and pass if the final score is at least 55 or C.
- Final score is calculated as follows:

Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)
1	CLO-4	PLO-3	2
2	CLO-4	PLO-3	2
3	CLO-4	PLO-3	2
4	CLO-5	PLO-3	2
5	CLO-5	PLO-3	2
6	CLO-5	PLO-3	2
7	CLO-1	PLO-7	2
8	CLO-2	PLO-8	20



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9	CLO-1	PLO-7	5
10	CLO-2	PLO-8	5
11	CLO-2	PLO-8	5
12	CLO-2	PLO-8	5
13	CLO-2	PLO-8	5
14	CLO-2	PLO-8	5
15	CLO-3	PLO-10	5
16	CLO-4	PLO-3	30

- Final index is defined as follows:

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	$0 \leq E < 40$

Forms of Media

Slides and LCD projectors, whiteboard

Literature

1. Ibrahim, dkk. 2013. Kurikulum dan Pembelajaran. Jakarta: Rajarafindo Persada.
2. Sukmadinata, Nana Syaodih. 2013. Pengembangan Kurikulum. Bandung: Remaja Rosdakarya.
3. Hamdani, Hamid. 2012. Pengembangan Kurikulum Pendidikan. Bandung: Pustaka Setia.
4. Goos, M., Stillman, G., Vale, C. 2007. Teaching Secondary School Mathematics Reasearch and Practice for the 21stCentury. Australia: Allen & Unwin.
5. Yee, Lee Peng. 2006. Teaching Secondary School Mathematics a Resource Book. McGraw-Hill.
6. Buku Guru dan Buku Siswa Pelajaran Matematika SMP, SMK, dan SMA /sederajat
7. Artikel jurnal terkait kurikulum matematika sekolah
8. Kabibah, Siti dkk (2024). Pengembangan Bahan Ajar Mata Kuliah Telaah Kurikulum Topik Miskonsepsi Matematika untuk Penguatan PCK. Laporan Penelitian



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Note	Based on the regulation of the minister of education and culture of Indonesia number 3 of 2020 concerning national higher education standards, it is state 1 CU equals to 170 minutes per week. Therefore, in one semester (16 weeks, including midterm a final exam) $1 \text{ CU} = 170 \times 16 = 2.720$ minutes or 45.3 hours. Therefore, workhours in 144 CU $\times 45.3 \text{ hours} = 6.523,2$ hours. Unesa decided that 1 ECTS with 144 CU, $6.523,2/229 \text{ ECTS} = 28.48$ hours, so that $1 \text{ CU} = 1.59 \text{ ECTS}$
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