



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA

FACULTY OF MATHEMATICS AND NATURAL SCIENCES

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Master Program of Mathematics Education

Module Handbook

Module Name:	Problems in Mathematics Education
Module Level:	Master (S-2)
Abbreviation, if applicable:	
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	1 / First year
Module Coordinator(s):	Rooselyna Ekawati, M.Sc., Ph.D.
Lecturer(s):	Rooselyna Ekawati, M.Sc., Ph.D. Prof. Dr. Tatag Yuli Eko Siswono, M.Pd.
Language:	Indonesian
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. 2×240 minutes = 480 minutes = 8 hours lectures
Workload:	15 weeks per semester consisting of: <ul style="list-style-type: none">• 1 hour lecture (1×50 minutes) per week,• 2 hours assignments (2×45 minutes) per week,• 2 hours individual study (2×50 minutes) per week, Total workload: $14 \times 2 \times 240$ minutes = 6,720 minutes \approx 4.48 ECTS*
Credit Point:	2
Requirements:	N/A
Learning Goals :	Knowledge (KNO-2) CLO-1: able to understand the nature of mathematics and mathematics education in learning mathematics Skill (SKI-2)



	<p>CLO-2: able to apply and choose teaching-learning theories and teaching-learning strategies that are appropriate to students' cognitive and psychological development and packaged in innovative mathematics learning.</p> <p>Competency (COM-2) CLO-3: able to make strategic decisions based on data and learning theory in solving problems that have been formulated in the form of reports or papers.</p> <p>Social (SOC-1) CLO-4: able to be responsible and be characterized by faith, intelligent, independent, honest, caring and tough in completing tasks related to identifying problems as well as the solutions offered</p>																														
Content:	<p>Studying mathematics education problems in terms of mathematics content, learning culture, and the role of teachers and students in learning, alternative solutions to problems that can be corrected in learning practices found in Indonesia either through observation or journal review and solving them based on specific theories</p>																														
Study/exam achievements	<ul style="list-style-type: none"> • Students are considered competent and pass if the final score calculated from the score of midterm exam, assignments, participation, and final exam is at least 55 or C. • Final score is calculated as follows: 20% midterm exam + 30% assignments + 20% participation + 30% final exam • Final index is defined as follows: <table border="1" data-bbox="592 1413 1243 1856"> <thead> <tr> <th>Index</th> <th>Converted Score</th> <th>Score Range</th> </tr> </thead> <tbody> <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> </tbody> </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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Media employed	<p>Slides and LCD projectors, white board</p>																														
Reading list	<p>[1] School Curriculum [2] School math books, both student books and teacher books [3] Gredler, M. E. 2009. <i>Learning and Instruction: Theory into Practice</i>. Merrill Pearson Education, Inc.</p>																														



	<p>[4] Berbagai Jurnal Pendidikan, terbitan baik luar negeri maupun dalam negeri</p> <p>[5] Safitri, R. A., Megantara, B. A., Saadah, A. M., Widyawati, I. O., Budiarto, K. D., & Darmadi. (2021). Analisis Problematika Pembelajaran Matematika di Sekolah Menengah Pertama dalam Pembelajaran Daring. <i>JPdK (Jurnal Pendidikan dan Konseling)</i>, 3(2), 81-84. https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/1799</p> <p>[6] Sari, R. K. (2019). Analisis Problematika Pembelajaran Matematika di Sekolah Menengah Pertama dan Solusi Alternatifnya. <i>Prismatika: Jurnal Pendidikan dan Riset Matematika</i>, 2(1), 23-31. http://ejurnal.budiutomomalang.ac.id/index.php/prismatika/article/view/510</p>
Note	<p>*Total hours per 1 credit in 1 semester = $\{(1 \text{ credit} \times 240 \text{ minutes} \times 14 \text{ weeks})/60 \text{ minutes}\} = 56 \text{ hours}$.</p> <p>Each ECTS equals 25 hours, so 1 credit in 1 semester is equivalent to 2.24 ECTS.</p>
Last amendment	January 2023