



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY  
SRIWIJAYA UNIVERSITY

FACULTY OF TEACHER TRAINING AND EDUCATION  
BACHELOR PROGRAM IN MATHEMATICS EDUCATION

Jl. Raya Palembang – Prabumulih Km.32, Indralaya Ogan Ilir 30662 Website: <https://fkip.unsri.ac.id/mathedu/>

Bachelor Program in Mathematics Education

**MODULE HANDBOOK**

Module designation	:	Instructional Plan/ GMA3106
Semester	:	5 <sup>th</sup> (fifth) / Odd
Person responsible for the module	:	Dra. Indaryanti, M.Pd. Dr. Meryansumayeka, S.Pd., M.Sc. Zuli Nuraeni, S.Pd., M.Pd.
Language	:	Indonesian
Relation to the curriculum	:	Study Program Compulsory Course
Teaching methods	:	<ul style="list-style-type: none"> <li>● Lecturers: Project based Learning, Lesson Study for Learning Community, Expository.</li> <li>● Structured Assignments: presentation, individual task.</li> <li>● Independent activities.</li> <li>● Practice</li> </ul>
Workload	:	<p>14 weeks per semester excluding mid-term and final exams. 1 sks per week = 170 minutes, consisting of 50 minutes synchronous learning + 60 minutes asynchronous learning + 60 minutes systematic project. 170 minutes × 2 sks = 340 minutes = 5.67 hours per week 14 weeks × 5.67 hours = 79.38 hours 79.38 : 25 hours (1 ECTS) = 3.2 ECTS</p>
Credit points	:	2 SKS = 3.2 ECTS
Prerequisite's course(s)	:	-
Module objectives	:	<p>After taking this course, students have the ability to:</p> <p>CO1: Demonstrate an attitude of responsibility and ethics in carrying out the assigned tasks</p> <p>CO2: Apply concepts and understanding of approaches, methods, models, media, evaluation/assessment in creating mathematics learning tools</p> <p>CO3: Designing mathematics learning tools according to the school curriculum</p>
Content	:	<p>This course discusses:</p> <ol style="list-style-type: none"> <li>1. Relationship among Graduate Competence Standard, Core Competences, and Basic Competences</li> <li>2. Operational Work Guidelines and Indicators of Achievement of Basic Competencies</li> </ol>



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		<ol style="list-style-type: none"> <li>3. Learning activities</li> <li>4. Lesson plan/RPP</li> <li>5. Support Teaching Materials</li> <li>6. Student's worksheets</li> <li>7. Learning media</li> <li>8. The test/evaluation instrument</li> <li>9. Learning Observation Sheet</li> </ol>
Examination forms	:	<p>Examination in this course includes:</p> <ol style="list-style-type: none"> <li>1. Affective (Responsible attitude in completing tasks)</li> <li>2. Mid-term test in the 8<sup>th</sup> meeting</li> <li>3. Final project in the 16<sup>th</sup> meeting</li> </ol>
Study and examination requirements	:	<p>Total Score = task x 15% + mid-test x 30% + final-test x 40% + affective x 15%</p> <p>The initial cut-off points for grades</p> <p>A 86 – 100 B 71 – 85.99 C 56 – 70.99 D 41 – 55.99 E 0 – 40.99</p> <p>Explanation:</p> <p><b>Task</b></p> <ol style="list-style-type: none"> <li>1. Analyze Graduate Competence Standard, Core Competences, and Basic Competences</li> <li>2. Making mind map</li> </ol> <p><b>Mid-test</b> Mid-test is at 8<sup>th</sup> meeting (Project: Lesson Plan/RPP)</p> <p><b>Final-test</b> Final-test is at 16<sup>th</sup> meeting (Project: Student's worksheets and evaluation instrument)</p> <p><b>Affective</b> Responsible attitude in completing tasks</p> <p>Attendance</p>
Reading lists	:	<ol style="list-style-type: none"> <li>1. Educational Standards, Curriculum and Assessment Agency. 2022. Copy of Kabadan Decree concerning</li> </ol>



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	<p>Amendments to SK 008 concerning Learning Achievements. Jakarta: Ministry of Education and Culture.</p> <p>2. Anderson L.W and Krathwohl D.R. 2001. A taxonomy for learning, teaching and assessing: a revision of Bloom's taxonomy of educational objectives. New York: Longman.</p> <p>3. McWherter S. 2020. Unpacking Your Learning Targets Aligning Student Learning to Standards. Taylor and Francis</p>
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PLO	CO
PLO 1: Having good morals, ethics and personality in completing tasks as a mathematics educator	CO1: Demonstrate an attitude of responsibility and ethics in carrying out the assigned tasks
PLO 5: Having an understanding of the basic concepts of educational philosophy, approaches, methods, models, media, evaluation/assessment, and general knowledge to support mathematics learning and teacher competence in teaching practice in schools	CO2: Apply concepts and understanding of approaches, methods, models, media, evaluation/assessment in creating mathematics learning tools
PLO 9: Able to design innovative mathematics learning tools following educational concepts and school curriculum	CO3: Designing mathematics learning tools according to the school curriculum