	Universitas Negeri Surabaya Faculty of Education, Bachelor of Primary School Teacher Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Geometry and measurement learning	8620603079		T=3	P=0	ECTS=4.77	0	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Putri Rachmadyanti, S.Pd., M.Pd.

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course provides knowledge of learning geometry and measurement in elementary schools. The learning process includes activities that condition, study, practice, explore both individually and in groups as well as carrying out simulations. Evaluation of learning outcomes includes mid-semester exams, final semester exams, independent assignments, group assignments and class activities.
References	**Main :**

1. Heruman. 2007. Model Pembelajaran Matematika. Bandung: Rosda.
2. Hadi, Sutarto. 2005. Pendidikan Matematika Realistik. Banjarmasin: Tulip.
3. Karim, Muchtar A, dkk. 2011. Pendalaman Materi Matematika Dasar. Malang: Universitas Negeri Malang.
4. Kenedy, LM. Tapp S. 1994. Guiding Children 19s Learning of Mathematic (7th). California: Wodswith Publishing Company.

Supporters:

Supporting lecturer	Drs. H. Budiyono, S.Pd., M.Pd. Dr. Wiryanto, M.Si. Neni Mariana, S.Pd., M.Sc., Ph.D. Ika Rahmawati, S.Si., M.Pd. Delia Indrawati, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	List Geometry and Measurement concepts taught in Elementary School	1. Analyze the contents of the Elementary Mathematics curriculum document 2. Make a list of Geometry and Measurement concepts taught at each elementary school level 3. Present the results of the curriculum analysis	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
2	Understand the objectives of learning Geometry and Measurement in elementary school	1. Define spatial abilities in Geometry learning in elementary school 2. Explain the application of types of spatial abilities in Geometry learning 3. Present designs for Geometry activities that improve elementary school students' spatial abilities 4. Find the relationship between number sense and measurement	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
3	Mastering the concept of learning flat shapes in elementary school	1. Able to teach the concept of flat shapes in elementary school 2. Mastering the technique of learning the concept of flat shapes in elementary school	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
4	Mastering the concept of learning to build space in elementary schools	1. Able to teach the concept of building space in elementary schools 2. Mastering the techniques for learning the concept of building space in elementary schools	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
5	Mastering the concept of learning area and perimeter of flat shapes in elementary school	1. Able to teach the concept of area of flat shapes in elementary school 2. Mastering the technique of learning the concept of area of flat shapes in elementary school	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%

6	Mastering the concept of learning area and volume of geometric shapes in elementary schools	1. Able to teach the concept of volume and shape in elementary school 2. Mastering the technique of learning the concept of volume and shape in elementary school	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
7	Mastering the concept of standard and non-standard measurements in elementary school	1. Able to teach the concept of standard and non-standard measurements in elementary school 2. Mastering techniques for learning standard and non-standard measurement concepts in elementary schools	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
8	U.S.S	U.S.S	**Criteria:** mastery of the material	- 3 X 50			0%
9	Mastering the concept of making lesson plans, focusing on geometry and measurement material in elementary schools	1. Able to create lesson plans that refer to the 2013 Revised Curriculum and KTSP 2. Able to create geometry and measurement learning media in elementary schools	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
10	Simulating geometry and measurement learning in elementary schools	Create learning devices and media and be able to simulate geometry and measurement learning in elementary schools	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
11	Simulating geometry and measurement learning in elementary schools	Create learning devices and media and be able to simulate geometry and measurement learning in elementary schools	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
12	Simulating geometry and measurement learning in elementary schools	Create learning devices and media and be able to simulate geometry and measurement learning in elementary schools	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
13	Simulating geometry and measurement learning in elementary schools	Create learning devices and media and be able to simulate geometry and measurement learning in elementary schools	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%

14	Simulating geometry and measurement learning in elementary schools	Create learning devices and media and be able to simulate geometry and measurement learning in elementary schools	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
15	Simulating geometry and measurement learning in elementary schools	Create learning devices and media and be able to simulate geometry and measurement learning in elementary schools	**Criteria:** Activeness and mastery of material	1. Presentation 2. Questions and Answers 3. Discussion 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.