<table>
<tr><td rowspan="2">UNESA</td><td colspan="4" align="center">Universitas Negeri Surabaya
Faculty of Education,
Bachelor of Primary School Teacher Education Study Program</td><td>Document Code</td></tr>
</table>

UNESA	**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**
Mathematics Education 3		8620603111		**T=3**	**P=0**	**ECTS=4.77**	6	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Putri Rachmadyanti, S.Pd., M.Pd.	

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)
	See week matrix below

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	PURWANTO Drs. H. Budiyono, S.Pd., M.Pd. 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	Mastering the concept of learning geometry in elementary school	1. Able to teach geometric concepts in elementary school 2. Master Van Hiele theory	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%

2	Mastering the concept of learning flat shapes in elementary school	1. Able to teach the concept of flat shapes in elementary school 2. Master the techniques for learning the concept of flat shapes in elementary school	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
3	Mastering the concept of learning to build space in elementary schools	1. Able to teach the concept of building space in elementary school 2. Mastering techniques for learning the concept of building space in elementary school	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
4	Mastering the concept of learning the area of flat shapes in elementary school	1. Able to teach the concept of area of flat shapes in Elementary School 2. Master the techniques for learning the concept of area of flat shapes in Elementary School	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
5	Mastering the concept of learning volume and shape in elementary school	1. Able to teach the concept of geometric volume in Elementary School 2. Master the techniques for learning the concept of geometric volume in Elementary School	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
6	Mastering the concept of standard and non-standard measurements in elementary school	1. Able to teach the concept of standard and non-standard measurement in elementary school 2. Master the techniques for learning the concept of standard and non-standard measurement in elementary school	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
7	Mastering the concept of Data Processing in Elementary School	1. Able to teach data processing concepts in elementary schools 2. Master the techniques for learning data processing concepts in elementary schools	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%

8	: Students are able to achieve half of the required course achievements	1. Mastering the concept of learning geometry in elementary school 2. Mastering the concept of learning flat shapes in elementary school 3. Mastering the concept of learning to build space in elementary schools 4. Mastering the concept of learning the area of flat shapes in elementary school 5. Mastering the concept of learning volume and shape in elementary school 6. Mastering the concept of standard and non-standard measurements in elementary school 7. Mastering the concept of Data Processing in Elementary School	**Criteria:** Maximum Score 100	Sub Summative Exam 3 X 50			0%
9	Mastering the concept of making lesson plans focusing on geometry and measurement material in elementary schools.	1. Create lesson plans that refer to the 2013 Curriculum and KTSP 2. Create geometry and measurement learning media in elementary schools	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
10	Mastering the concept of making lesson plans focused on data processing material in elementary schools.	1. Create lesson plans that refer to the 2013 Curriculum and KTSP 2. Create data processing learning media in elementary schools	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
11	Simulating geometry learning and data processing in elementary schools (Grade 1)	1. Able to make geometric and measurement devices and media as well as data processing in Elementary School (Grade 1) 2. Able to simulate learning geometry and measurement as well as data processing in elementary schools (Grade 1)	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%

12	Simulating geometry learning and data processing in elementary schools (Grade 2)	1. Able to create geometric and measurement devices and media as well as data processing in Elementary School (Grade 2) 2. Able to simulate geometry and measurement learning and data processing in elementary schools (Grade 2)	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
13	Simulating geometry learning and data processing in elementary schools (Grade 3)	1. Able to make geometric and measurement devices and media as well as data processing in Elementary School (Grade 3) 2. Able to simulate learning geometry and measurement as well as data processing in elementary schools (Grade 3)	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
14	Simulating geometry learning and data processing in elementary schools (Grade 4)	1. Able to create geometric and measurement devices and media as well as data processing in Elementary School (Grade 4) 2. Able to simulate learning geometry and measurement and data processing in elementary school (Grade 4)	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%
15	Simulates geometry learning and data processing in elementary schools (Grades 5-6)	1. Able to create geometric and measurement devices and media as well as data processing in elementary schools (Grades 5-6) 2. Able to simulate learning geometry and measurement and data processing in elementary schools (Grades 5-6)	**Criteria:** Activeness and mastery of material	1. Lecture 2. Question and Answer 3. Discussion 3 X 50			0%

16							0%

Evaluation Percentage Recap: Case Study

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.