



### Planning, Management and Evaluation of Teaching

<b>Module Name</b>	Course Module
<b>Module Level</b>	Bachelor Degree of Mathematics Education
<b>Code, if applicable</b>	
<b>Sub-title, if applicable</b>	
<b>Courses, if applicable</b>	Planning, Management and Evaluation of Teaching
<b>Semester(s) in which the module is taught</b>	5 <sup>th</sup> semester
<b>Person responsible for the module</b>	Lecturer of Courses
<b>Lecturer (s)</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Wardani Rahayu, M. Si</li> <li>2. Dr. Pinta Deniyanti, M.Si</li> <li>3. Dr. Ellis Salsabila, M.Si</li> </ol>
<b>Language</b>	Bahasa Indonesia
<b>Relation to Curriculum</b>	This course is a compulsory course.
<b>Type of teaching, contact hours</b>	<p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> <li>• Lecture (i.e., grup investigation, small grup discussion, dan video-based learning)</li> <li>• Structured assignments (i.e., essai and case study)</li> <li>• Project based learning</li> </ul>
<b>Workload</b>	For this course, students required to meet a minimum of 135,99 hours in one semester, which consist of: 39,99 hours for lecture, 48 hours for structured assignments, 485 hours for independent study,
<b>Credit Points</b>	3 ECTS
<b>Requirements according to the examination regulations</b>	Students must attend all lectures and submit all individual and group assignments scheduled before the final exam.
<b>Recommended prerequisites</b>	-
<b>Program intended learning</b>	PLO 8 : Able to plan, implement, and evaluate learning in learning mathematics



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<b>outcomes</b>	
<b>Course Learning Objectives</b>	<p>CLO 1 : Able to internalize the spirit of independence</p> <p>CLO 2 : Able to work together and have social sensitivity</p> <p>CLO 3 : Able to do Planning, Implementation, Learning Evaluation in learning mathematics</p>
<b>Content</b>	<p><b>Students will learn about:</b></p> <ol style="list-style-type: none"> <li>1. Development of a mathematics syllabus for junior high school, high school and vocational high school</li> <li>2. Development of lesson plan for mathematics subject</li> <li>3. Development of teaching materials, learning media and worksheets for learning mathematics</li> <li>4. Class Management and Teaching Management</li> <li>5. Preventive Efforts Class management problems</li> <li>6. Classroom Assessment Principles and Strategies Assessment Techniques and Instrument Development (Written Tests, Performance, Projects, Self-Assessments, Peer Assessments, Attitudes, Portfolios)</li> </ol>
<b>Forms of Assessment</b>	<p>Assessment of the learning process according to the following components:          Assignment 30%, mid test 30 %, and final test 40%</p>
<b>Study and examination requirements and forms of examination</b>	<ul style="list-style-type: none"> <li>- Students must be present 15 minutes before class starts.</li> <li>- Students must turn off all electronic devices.</li> <li>- Students are required to notify the lecturer if they are absent from class due to illness, etc.</li> <li>- Students must turn in all classwork before the deadline.</li> <li>- Students must take the exam to get the final grade.</li> </ul>
<b>Media employed</b>	<p>Laptop, Internet, LCD, Whiteboard, Zoom/GoogleTemui/Tim Microsoft, LMS.</p> <p>-</p>
<b>Reading list</b>	<p><b>Main Reference</b></p> <ol style="list-style-type: none"> <li>1. Butler, Susan M., Nancy D. McMunn. (2006), <i>A Teacher's Guide To Classroom Assessment: Understanding and Using assessment to Improve Student Learning</i>, North California: Serve Regional Educational LaboraAssessmentsboro</li> <li>2. Reynolds Cecil R., Ronald B. Livingston, Victor Wilson,</li> </ol>



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	<p>(2009), <i>Measurement and assessment in Education</i>, New Jersey: Pearson Education Ltd.</p> <ol style="list-style-type: none"><li>3. Reigeluth, Charles M., <i>Instructional-Design Theories and Models</i>. New Jersey: Lawrence Elbaum Associates, Inc, Publisher, 2007</li><li>4. Suparman, Atwi, <i>Desain Instruksional Modern (Edisi Ke 4)</i>. Jakarta: Airlangga, 2014</li></ol> <p><b>Supporting reference</b></p> <ol style="list-style-type: none"><li>1. Munali, Wardani Rahayu, Herwindo Hariwibowo. <a href="#">Analysis of the Characteristics Of HOTS-Based Assessment for Learning Items Using the Rasch Model</a>. Review of International Geographical Education Online. Spring 2021, Vol. 11</li><li>2. Ocy Dwi Rismi, Wardani Rahayu, Makmuri. 2021. Experiences of Senior High School Mathematics Teachers With Higher Order Thinking Skills (HOTS) In Riau Islands Province-Indonesia. <i>Jurnal Gantang</i> <a href="#">Vol. 6 No. 2</a></li><li>3. Ellis Salsabila, Wardani Rahayu, Pinta Deniyanti Sampoerno. 2020. <a href="#">Performance Assessment to Measure Student's Mathematical Proving Ability Based on the Abductive-Deductive Approach</a>. <i>KnE Social Sciences Journal</i></li></ol>
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