

# MODULE HANDBOOK



Master Program in Mathematics Education



Faculty of Teacher Training and Education  
**SRIWIJAYA UNIVERSITY**



Master Program in Mathematics Education

**MODULE HANDBOOK**

Module designation	:	Innovation in Mathematics Learning / GMA6103
Semester	:	3 <sup>rd</sup> (third) / even
Person responsible for the module	:	Nyimas Aisyah, Ph.D. Cecil Hiltrimartin, M.Si., Ph.D.
Language	:	Indonesian and English
Relation to the curriculum	:	Elective Course
Teaching methods	:	Expository ,discussion , demonstration and Project based learning
Workload	:	14 weeks per semester excluding mid-term and final exams. 1 sks per week = 270 minutes, consisting of 50 minutes synchronous learning + 100 minutes asynchronous learning + 120 minutes systematic project. 270 minutes × 3 sks = 810 minutes = 13.5 hours per week 14 weeks × 13.5 hours = 189 hours 189 hours : 25 hours (1 ECTS) = 7.56 ECTS
Credit points	:	3 SKS = 3 × 2.52 ECTS = 7.56 ECTS
Prerequisite's course(s)	:	-
Module objectives	:	After taking this course, students have the ability to: CO 1: Demonstrate discipline, collaboration, and maintain academic ethics in completing assigned tasks. CO 2: Master innovations in mathematics learning, including models, methods, or instructional media. CO 3: Design an innovation to address a mathematics learning problem. CO 4: Utilize applications that support mathematics learning as an instructional innovation
Content	:	This course discusses: 1. Review articles related to mathematics learning innovations, then present them. 2. Developing innovations in learning mathematics (approaches, models, strategies, or media). 3. Trying out innovations in learning mathematics (approaches, models, strategies or media) developed in small groups, then presenting them.
Examination forms	:	Examination in this course includes: 1. Affective (Responsibility in completing tasks)



	<ol style="list-style-type: none"> <li>2. presentation on innovation in mathematics learning</li> <li>3. project (create a paper on innovation in mathematics learning )</li> </ol>																		
<p>Study and examination requirements</p>	<p>: It is expected that students attend 80% of the total meetings in the modules.</p> <p><b>Total Score</b> = 25% of Affective and Assignment + 75% of project</p> <p>The total score is converted into a qualitative score,</p> <table border="1" data-bbox="573 789 1117 1058"> <thead> <tr> <th>Total Score</th> <th>Grade</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>86 – 100</td> <td>A</td> <td>Excellent</td> </tr> <tr> <td>71 – 85.99</td> <td>B</td> <td>Good</td> </tr> <tr> <td>56 – 70.99</td> <td>C</td> <td>Fair</td> </tr> <tr> <td>41 – 55.99</td> <td>D</td> <td>Bad</td> </tr> <tr> <td>0 – 40.99</td> <td>E</td> <td>Worse</td> </tr> </tbody> </table> <p>To successfully pass the module, the minimum grade required is C.</p>	Total Score	Grade	Description	86 – 100	A	Excellent	71 – 85.99	B	Good	56 – 70.99	C	Fair	41 – 55.99	D	Bad	0 – 40.99	E	Worse
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<p>Reading lists</p>	<p>: <ol style="list-style-type: none"> <li>1. Susanti, E., Scristia, dan Pratiwi, W.D. (2021). <i>Model-Model Pembelajaran Inovatif: Lengkap dengan Contoh Rencana Pembelajaran</i>. Bandar Lampung: Anugrah Utama Raharja (AURA).</li> <li>2. Rosmala, A. dan Isrok'atun. (2021). <i>Model-Model Pembelajaran Matematika</i>. Jakarta: Bumi Aksara.</li> <li>3. Hiltrimartin, C., &amp; Hartono, Y. (2022). Desain Aktivitas Siswa Pada Pembelajaran Pemecahan Masalah. <i>AKSIOMA: Jurnal Program Studi Pendidikan Matematika</i>, 11(4), 2941-2952.</li> <li>4. Hiltrimartin, C., Hartono, Y., Indaryanti., Meriza, D., &amp; Putri, D. S. (2021). Pengembangan Aktivitas Pemecahan Masalah dalam Pembelajaran Matematika di Sekolah Menengah (Laporan Penelitian).</li> <li>5. Hiltrimartin, C., Aisyah, N., Somakim, S., Hartono, Y., Darmawijoyo, D., Hapizah, H., ... &amp; Simarmata, R. H. (2022). Pendampingan Penyusunan Asesmen Pembelajaran Pemodelan Matematika Bagi Guru Matematika Maitreyawira Untuk Mengukur Kemampuan Pemodelan Peserta Didik. <i>Journal Of Sriwijaya Community Service On</i></li> </ol></p>																		



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY

**UNIVERSITAS SRIWIJAYA**

FACULTY OF TEACHER TRAINING AND EDUCATION

MATHEMATICS EDUCATION STUDY PROGRAM

Jl. Raya Palembang – Prabumulih Km.32, Indralaya Ogan Ilir 30662 Website: Fkip.unsri.ac.id

		Education (JSCSE), 1(1), 38-47. 6. Sumber yang relevan.
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### PLO and CO mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CO1	√							
CO2			√					
CO3						√		
CO4							√	

PLO	CO
PLO 1 Able to take responsibility, discipline, and collaborate professionally and ethically in completing mathematics education tasks	CO 1 Demonstrate discipline, collaboration, and maintain academic ethics in completing assigned tasks.
PLO 3 Master pedagogical and didactic theory, and assessment in mathematics education	CO 2 Master innovations in mathematics learning, including models, methods, or instructional media.
PLO 6 Able to solve a variety of mathematics education challenges using an inter and/or multidisciplinary approach	CO 3 Design an innovation to address a mathematics learning problem.
PLO 7 Able to disseminate their research findings	CO 4 Utilize applications that support mathematics learning as an instructional innovation.