

## COURSE PORTFOLIO

Study Program	: MATHEMATICS - S1
Semester	: ODD 2024/2025
Course Code	: 23H01131603
Course Name	: Algebra Special Topics
Coordinator	: Prof. Dr. Amir Kamal Amir, M.Sc.
Lecturer Team Member	: Dra. Nur Erawati, M.Si., Dr. Andi Muhammad Anwar, S.Si., M.Si, Prof. Dr. Amir Kamal Amir, M.Sc.

### Implementation of Learning

Description of the implementation of the lecture, the suitability of what was planned in the RPS with what was done:

#### Number and percentage of lecturer and student attendance

(data source: monitoring the attendance of lecturers and students)

Lecturer Attendance			Student Attendance
Algebra Special Topics	Prof. Dr. Amir Kamal Amir, M.Sc.	: 8 times	Number of students: 8 persons Presence ≥ 80% : 7 persons (87.50 %) Presence < 80% : 1 person (12.50 %)
	Dra. Nur Erawati, M.Si.	: 8 times	
	Dr. Andi Muhammad Anwar, S.Si., M.Si	: 8 times	
	Total Meeting : 24 times.		

### Materials/practicum provided

1. Introduction to the topic of Algebra 1
2. Characteristics and examples of Algebra 1 topics
3. Evidence of the nature of algebra 1 topics
4. Introduction to topics of Algebra 2
5. Characteristics and examples of Algebra 2 topics
6. Evidence of the nature of Algebra 2 topics

### The learning methods implemented

Meeting 1-2

Offline

Lecture: Cooperative learning (Cooperative learning), Learning collaborative (Collaborative Learning)  
Learning methods in combine

Time: 90 Minutes

Meetings 3-7

Offline

Research, Design, or Development: Group discussion (Small Group Discussion) Learning methods could be added

Time: 5 X 50 minutes

Online

Lecture: Based Learning Problem (Problem based Learning) Online method done between time

Time: 2 X 50 minutes

8 Meetings

Offline

Lecture: Case Study

Time: 2 X 50 minutes

9-10 Meetings

Offline

Lecture: Cooperative learning (Cooperative learning), Learning collaborative (Collaborative Learning) 2 X 50 minutes Studying: Cooperative learning (Cooperative learning), Learning collaborative (Collaborative Learning)

Time: 4 X 50 minutes

Meeting 11-15

Offline

Lecture: Group discussion (Small Group Discussion)

Time: 5 X 50 minutes

16 Meetings

Lecture: Case Study

Time: 2 X 50 minutes

### **The assessment method implemented**

1. Case Studies
2. Mid Test
3. Final Test
4. Independent Assignment

**Supplementary information (if available)**

None

**2. Learning Outcomes****Measurement results of CLO**Assessment and Evaluation of Student Achievement of CLO<sup>a</sup>

LOs that are charged to the Course	CLO	Assessment Form	Weight	Average student score (0-100)
ILO 1	CLO-1	Independent Assignment	10.00 %	7.88
ILO 1	CLO-1	Mid Test	15.00 %	8.29
P2	CLO-3	Case Studies	15.00 %	8.32
P2	CLO-3	Mid Test	15.00 %	8.29
P2	CLO-3	Independent Assignment	15.00 %	8.34
KU1	CLO-2	Independent Assignment	10.00 %	7.88
KU1	CLO-2	Mid Test	15.00 %	8.29
KU1	CLO-2	Independent Assignment	15.00 %	8.34
KU1	CLO-2	Final Test	15.00 %	7.88

a: result criteria: very satisfactory if the average score is  $\geq 80$ ; satisfactory if the average score is 70 - 79.9; unsatisfactory if the average score is < 70.

**Percentage of students who achieved a very satisfactory CLO score<sup>b</sup>***(data source: student scores per assessment according to CLOs)*

CLO	% of students who achieved a CLO score of at least 80
CLO-1	62.50%
CLO-2	62.50%
CLO-3	62.50%

b: result criteria: very satisfactory if  $\geq 80\%$  of students score  $\geq 80$ ; satisfactory if 70%-79.9% of students score  $\geq 80$ ; less satisfactory if < 70% of students score  $\geq 80$ .

**Course Grade**

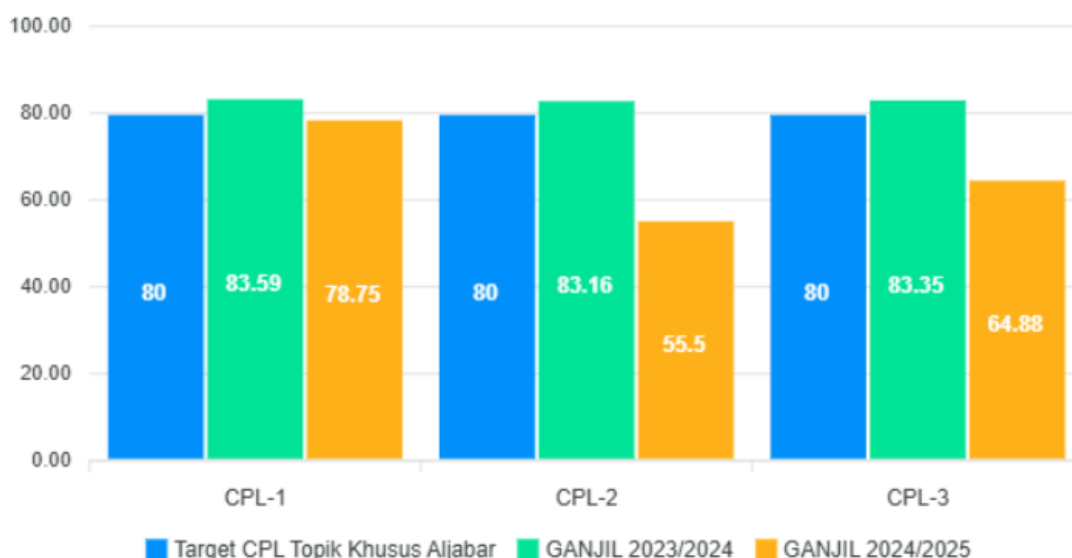
Course Grade	Number and Percentage of Students
A	2 (25.0%)
A-	2 (25.0%)
B+	1 (12.5%)
B	0 (0.0%)
B-	0 (0.0%)

Course Grade	Number and Percentage of Students
C+	0 (0.0%)
C	0 (0.0%)
D	0 (0.0%)
E	3 (37.5%)

### 3. Learning evaluation (survey) results

(data source: items / narratives of the results of the MK evaluation questionnaire by students)

**Grafik CPL MK (Topik Khusus Aljabar)**



Hasil Pengukuran CPL MK Topik Khusus Aljabar

### 4. Analysis and Reflection

Analysis and Reflection

Analysis

1. Significant decline in performance with a very uneven pattern

Data analysis shows a significant decline in performance, but the pattern is very uneven between CPLs. After a very superior 2023/2024 EVEN period (all CPLs above 83), in the 2024/2025 EVEN period CPL-1 continued to perform well (78.75), while CPL-3 fell sharply to 64.88, and CPL-2 experienced a complete collapse to the critical level of 55.5.

2. The existence of a localized critical failure point

The most important analytical fact is that there is a very critical and localized failure in CPL-2. This decline in the CPL reached almost 28 points, making it the most prominent and pressing issue. This is different from CPL-1 which shows resilience, indicating that problems do not occur evenly across all courses.

Reflection

1. Indication of Specific Problems on Certain Topics or Assessments

This very uneven pattern of decline reflects that the cause is most likely not a systemic failure in the entire course. Rather, it is a strong indication of a very specific problem that is directly related to the content, teaching methods, or—most likely—the evaluation instruments used for the CPL-2.

## **2. Need for a Focused Emergency Investigation**

Achievement level 55.5 on CPL-2 is an emergency condition (red flag) which reflects the need for an immediate, highly focused investigation. Improvement efforts cannot be general, but must prioritize a total audit of all aspects related to CPL-2 to find the root of the problem. CPL-1 performance which remains good can be used as an internal reference for what is still going right in this course.

## **5. Follow-up Plan**

In response to the very uneven decline in achievement in the Algebra Special Topic Course, the action plan will prioritize intervention for CPL-2 which is experiencing critical failure, through fundamental investigations and changes to the RPS such as changes to learning modules and evaluation methods. Simultaneously, focused improvements will be made to CPL-3 which has decreased significantly by enriching teaching materials and training sessions, while approaches that have been proven effective for CPL-1 will be maintained as a reference standard. The aim of this multilevel approach is to achieve overall CPL to a level above the target of 80.

## **6. Follow-up results on the previous semester's evaluation**

Following the findings of the previous evaluation of the Algebra Special Topics Course, which showed a very uneven decline in achievement with a critical failure in CPL-2 (falling to 55.5 from 83.16), a focused emergency intervention plan has been implemented. The effectiveness of intervention strategies that prioritize resources at the most severe points of failure to stabilize and recover overall course performance.

Makassar, 24 Oktober 2025

Prof. Dr. Amir Kamal Amir, M.Sc.  
NIP 196808031992021001