



**Universitas Negeri Surabaya
Fakultas Ilmu Pendidikan
Program Studi S1 Pendidikan Luar Sekolah**

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan																																																																																																					
Pengembangan Media PNF	8620503143	Mata Kuliah Wajib Program Studi	T=3 P=0 ECTS=4.77	4	1 Agustus 2024																																																																																																					
OTORISASI	Pengembang RPS		Koordinator RMK	Koordinator Program Studi																																																																																																						
	Prof. Dr. Gunarti Dwi Lestari, M.Si., M.Pd. ; Dr. Ali Yusuf, S.Ag., M.Pd ; Widyia Nusantara, M.Pd.		Prof. Dr. Gunarti Dwi Lestari, M.Si., M.Pd	Rivo Nugroho, S.Pd., M.Pd.																																																																																																						
Model Pembelajaran	Project Based Learning																																																																																																									
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																									
	CPL-5	Menguasai konsep dasar pendidikan luar sekolah untuk dapat mengelola program-program pendidikan non formal																																																																																																								
	CPL-8	Mampu merancang dan mengimplementasikan Pembelajaran berbasis Andragogi Pembelajaran pada Pendidikan Non Formal dan Pendidikan Masyarakat																																																																																																								
	CPL-11	Mampu memanfaatkan teknologi dan informasi dalam upaya penyelesaian masalah sesuai dengan bidang keahliannya																																																																																																								
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																									
	CPMK - 1	Mahasiswa mampu menguasai secara teoritis konsep dan persyaratan pembuatan alat permainan edukatif																																																																																																								
	CPMK - 2	Menunjukkan kemampuan untuk menerapkan konsep dan prinsip pengembangan media pembelajaran dengan memanfaatkan lingkungan sekitar.																																																																																																								
	CPMK - 3	Mampu merancang dan membuat media pembelajaran untuk mendukung proses pembelajaran berbagai macam program pendidikan nonformal yang sesuai																																																																																																								
	CPMK - 4	Menunjukkan sikap tanggung jawab, berani menyampaikan ide yang logis dalam setiap pelaksanaan pembelajaran																																																																																																								
	Matrik CPL - CPMK																																																																																																									
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>CPMK</th> <th>CPL-5</th> <th>CPL-8</th> <th>CPL-11</th> <th colspan="3"></th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td>✓</td> <td></td> <td colspan="3"></td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td></td> <td>✓</td> <td colspan="3"></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td>✓</td> <td>✓</td> <td colspan="3"></td> </tr> <tr> <td>CPMK-4</td> <td></td> <td>✓</td> <td></td> <td colspan="3"></td> </tr> </tbody> </table>					CPMK	CPL-5	CPL-8	CPL-11				CPMK-1	✓	✓					CPMK-2	✓		✓				CPMK-3		✓	✓				CPMK-4		✓																																																																					
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Deskripsi Singkat MK	Mata kuliah ini bertujuan untuk memberikan pemahaman yang komprehensif mengenai fungsi dan peran media pembelajaran dalam keberhasilan pelaksanaan pembelajaran non-formal. Media pembelajaran sebagai alat bantu pembelajaran yang baik untuk menciptakan suasana belajar yang efektif dan tepat guna. Pengembangan media pembelajaran untuk mendukung pembelajaran nonformal dapat dipelajari melalui pembahasan mengenai peran dan fungsi alat permainan edukatif (APE), tahap-tahap pengembangan media pembelajaran, jenis-jenis, syarat-syarat dan prinsip-prinsip pembuatan APE, APE berbasis budaya, bahan bekas dan bahan alam. Posisi dan kedudukan APE sebagai penyalur dan peraga transfer ilmu pengetahuan, menjadikannya penting dalam andil suatu proses pembelajaran. Dengan demikian, perkuliahan dilaksanakan dengan menggunakan metode ceramah, praktik pembuatan APE, presentasi, dan diskusi serta tanya jawab. Indikator pencapaian mata kuliah ini adalah mahasiswa mampu mengidentifikasi kebutuhan media pembelajaran anak usia dini yang disesuaikan dengan usia anak dan juga kebutuhan perkembangan yang sedang dilaluinya, kemudian mahasiswa mampu membuat media pembelajaran sebagai penunjang dalam mendampingi tumbuh kembang anak usia dini.																																																																																																									
Pustaka	Utama :	<ol style="list-style-type: none"> 1. Arif S. Sadiman, dkk.2003.Media Pendidikan. Jakarta : Raja GrafindoPersada 2. Azhar Arsyad. Media Pembelajaran. Jakarta : Raja Grafindo Persada 3. Nana Sudjana dan Ahmad Rivai.1997. Media Pengajaran.Bandung. Sinar Baru 4. Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press 5. Gunarti DL & Wiwin Yulianiningsih. 2013. Media Pembelajaran Pendidikan Luar Sekolah (Pendidikan Masyarakat).Surabaya: Unipress 																																																																																																								
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Dosen Pengampu		Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. Widya Nusantara, S.Pd., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mastering the meaning of media and the use of media in the learning process	Students are able to explain the meaning of media from several figures. Able to understand the relationship between the learning process as a communication process that requires media to convey messages.	Kriteria: the higher the participation in the discussion, the more it adds value Bentuk Penilaian : Praktik / Unjuk Kerja	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Materi: pengertian media dan kegunaan media dalam proses pembelajaran Pustaka: Arif S. Sadiman, dkk. 2003. <i>Media Pendidikan</i> . Jakarta : Raja Grafindo Persada Materi: understanding media and the use of media in the learning process Pustaka: Arif S. Sadiman, dkk. 2003. <i>Media Pendidikan</i> . Jakarta : Raja Grafindo Persada	3%
2	Mastering the use of media in the learning process	* Students are able to explain the history of the development of media from time to time and its impact on learning * Are able to describe the use of media in	Kriteria: the higher the participation in the discussion, the more it adds value Bentuk Penilaian : Praktik / Unjuk Kerja	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Materi: Kegunaan media dalam proses pembelajaran Pustaka: Azhar Arsyad. <i>Media Pembelajaran</i> . Jakarta : Raja Grafindo Persada Materi: The use of media in the learning process Pustaka: Azhar Arsyad. <i>Media Pembelajaran</i> . Jakarta : Raja Grafindo Persada	3%
3	Mastering the basic functions of PLS Learning Media	Students can describe the media function of several figures. Students can explain the general function of learning media in terms of symbolic, psychological and socio-cultural functions.	Kriteria: Students can describe the media function of several figures. Students can explain the general function of learning media in terms of symbolic, psychological and socio-cultural functions. Bentuk Penilaian : Praktik / Unjuk Kerja	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Materi: Basic functions of PLS Learning Media Pustaka: Nana Sudjana dan Ahmad Rivai. 1997. <i>Media Pengajaran</i> . Bandung. Sinar Baru	3%
4	Mastering the Variety and Classification of Learning Media	Students can classify various types of media according to several experts - Media can compare the advantages and disadvantages of traditional and modern media - Students can differentiate between meanings	Kriteria: Students can classify various media according to several experts - Media can compare the advantages and disadvantages of traditional and modern media - Students can differentiate between meanings Bentuk Penilaian : Praktik / Unjuk Kerja	Contextual Instruction (CI) Small Group Discussion (SGD) Case Study (CS) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD) Case Study (CS) 3 X 50	Materi: 3 Pustaka: Nana Sudjana dan Ahmad Rivai. 1997. <i>Media Pengajaran</i> . Bandung. Sinar Baru	3%
5	Master various types of media based on student characteristics	Students can classify media types based on students' backgrounds (early childhood, teenagers, adults). Students can explain media utilization strategies for early childhood and adults	Kriteria: Students can classify various media according to several experts - Media can compare the advantages and disadvantages of traditional and modern media - Students can differentiate between meanings Bentuk Penilaian : Praktik / Unjuk Kerja	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD)	Materi: types of media based on student characteristics Pustaka: Gunarti DL & Wiwin Yulianiningsih. 2013. <i>Media Pembelajaran Pendidikan Luar Sekolah (Pendidikan Masyarakat)</i> . Surabaya: Unipress	3%

6	Understanding the Problems of Media Mastery in the PLS program	Students can understand the problems in the use of media that occur in equality programs. Students can understand the problems in the use of media that occur in training and course programs. Students can understand the problems in the use of media that occur in empowerment programs.	Kriteria: Students can classify various media according to several experts · Media can compare the advantages and disadvantages of traditional and modern media - Students can differentiate between meanings Bentuk Penilaian : Praktik / Unjuk Kerja	Contextual Instruction (CI) Small Group Discussion (SGD) Case Study (CS) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD) Case Study (CS) 3 X 50	Materi: Problems of Media Mastery in the PLS program Pustaka: <i>Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press</i>	3%
7	Students are able to prepare media production plans based on problems that occur in the field	Students can design a media development plan based on the needs and problems of the PLS program	Kriteria: media development plans according to student needs Bentuk Penilaian : Praktik / Unjuk Kerja	Group Presentation 3 X 50	Group Presentation 3 X 50	Materi: media production planning based on problems that occur in the field Pustaka: <i>Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press</i>	3%
8	Midterm exam	Students are able to answer questions correctly and comprehensively	Kriteria: Students are able to answer questions correctly and comprehensively Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	written Midterm exam 3 X 50	Online Midterm exam 3 X 50	Materi: perencanaan produksi media berdasarkan masalah yang terjadi dilapangan Pustaka: <i>Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press</i> Materi: media production planning based on problems that occur in the field Pustaka: <i>Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press</i>	20%
9	Understand media development based on social groups	Students are able to classify media based on disadvantaged and oppressed groups of society	Kriteria: Students are able to classify media based on disadvantaged and oppressed groups of society Bentuk Penilaian : Praktik / Unjuk Kerja	Contextual Instruction (CI) Small Group Discussion (SGD) Case Study (CS) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD) Case Study (CS) 3 X 50	Materi: media development based on community groups Pustaka: <i>Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press</i>	4%
10	Understand how to create graphic media	Students are able to explain the meaning of graphic media. Are able to group types of graphic media. Students are able to explain the basic techniques for making graphic media (charts, graphs, diagrams, sketches, drawings, posters, cartoons and caricatures)	Kriteria: Students are able to explain the meaning of graphic media. Are able to group types of graphic media. Students are able to explain the basic techniques for making graphic media (charts, graphs, diagrams, sketches, drawings, posters, cartoons and caricatures) Bentuk Penilaian : Praktik / Unjuk Kerja	Group Presentation 3 X 50	Group Presentation	Materi: media Grafis Pustaka: <i>Gunarti DL & Wiwin Yulianiningsih. 2013. Media Pembelajaran Pendidikan Luar Sekolah (Pendidikan Masyarakat).Surabaya: Unipress</i> Materi: graphic media Pustaka: <i>Gunarti DL & Wiwin Yulianiningsih. 2013. Media Pembelajaran Pendidikan Luar Sekolah (Pendidikan Masyarakat).Surabaya: Unipress</i>	4%
11	Understand how to create Simulation media	Students are able to explain the meaning of Simulation media. Able to group types of Simulation media. Students are able to explain the basic techniques for making Simulation media and learning real objects.	Kriteria: Students can classify various media according to several experts · Media can compare the advantages and disadvantages of traditional and modern media - Students can differentiate between meanings Bentuk Penilaian : Praktik / Unjuk Kerja	Presentase Kelompok 3 X 50	Group Presentation 3 X 50	Materi: Simulation media Pustaka: <i>Azhar Arsyad. Media Pembelajaran. Jakarta : Raja Grafindo Persada</i>	4%

12	Understand how to make print media	Students are able to explain the meaning of Print media. Are able to group types of Print media. Students are able to explain the basic techniques for making Print media (Equivalence Module)	Kriteria: Students are able to explain the meaning of Print media. Are able to group types of Print media. Students are able to explain the basic techniques for making Print media (Equivalence Module) Bentuk Penilaian : Praktik / Unjuk Kerja	Presentase Kelompok 3 X 50	Group Presentation 3 X 50	Materi: print media Pustaka: <i>Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press</i>	3%
13	Understand how to create three-dimensional media	Students are able to explain the meaning of three-dimensional media. Able to group types of three-dimensional media. Students are able to explain the basic techniques for making three-dimensional media.	Kriteria: Students are able to explain the meaning of three-dimensional media. Able to group types of three-dimensional media. Students are able to explain the basic techniques for making three-dimensional media. Bentuk Penilaian : Praktik / Unjuk Kerja	Group Presentation 3 X 50	Group Presentation 3 X 50	Materi: three-dimensional media Pustaka: <i>Arif S. Sadiman, dkk.2003.Media Pendidikan. Jakarta : Raja GrafindoPersada</i>	4%
14	Understand how to make Look and Listen media	Students are able to explain the meaning of View and Hear media. Able to group types of View and Listen media. Students are able to explain the basic techniques for making View and Listen media.	Kriteria: Students are able to explain the meaning of View and Hear media. Able to group types of View and Listen media. Students are able to explain the basic techniques for making View and Listen media. Bentuk Penilaian : Praktik / Unjuk Kerja	Group Presentation 3 X 50	Group Presentation 3 X 50	Materi: media Pandang Dengar Pustaka: <i>Azhar Arsyad. Media Pembelajaran. Jakarta : Raja Grafindo Persada</i> Materi: Look and Listen media Pustaka: <i>Azhar Arsyad. Media Pembelajaran. Jakarta : Raja Grafindo Persada</i>	5%
15	Understand how to evaluate the use of learning media	Students are able to explain the Evaluation Technique for Using Learning Media	Kriteria: Students are able to explain the Evaluation Technique for Using Learning Media Bentuk Penilaian : Praktik / Unjuk Kerja	Contextual Instruction (CI)Small Group Discussion (SGD) 3 X 50	Contextual Instruction (CI)Small Group Discussion (SGD)	Materi: evaluation of the use of learning media Pustaka: <i>Azhar Arsyad. Media Pembelajaran. Jakarta : Raja Grafindo Persada</i>	5%
16	final exams	learning media according to student targets	Kriteria: learning media that is made interesting and appropriate to the target Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	UAS tugas membuat media pembelajaran 3 X 50	UAS tugas membuat media pembelajaran	Materi: media pembelajaran Pustaka: <i>Azhar Arsyad. Media Pembelajaran. Jakarta : Raja Grafindo Persada</i> Materi: instructional Media Pustaka: <i>Azhar Arsyad. Media Pembelajaran. Jakarta : Raja Grafindo Persada</i>	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Penilaian Hasil Project / Penilaian Produk	50%
2.	Praktik / Unjuk Kerja	50%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.

11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 17 Mei 2024

Koordinator Program Studi S1
Pendidikan Luar Sekolah



Rivo Nugroho, S.Pd., M.Pd.
NIDN 0005048107

UPM Program Studi S1 Pendidikan
Luar Sekolah



Widya Nusantara, S.Pd., M.Pd.
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