	Universitas Negeri Surabaya **Faculty of Economics and Business** **Bachelor of Accounting Education Study Program**		**Document Code**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Teaching Materials		8720902130	Development of teaching materials	**T=2**	**P=0**	**ECTS=3.18**	3	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
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Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Knowledge: Students are able to design and compile teaching materials that are oriented towards developing the dimensions of knowledge, skills and attitudes in accordance with student development in accounting learning based on the Skills aspect
	PO - 2	Students are able to show performance in developing teaching materials that contain accounting learning content in the Attitude aspect: Students are able to have commitment and responsibility in implementing and developing teaching materials for the needs of the learning process
	PLO-PO Matrix	

P.O
PO-1
PO-2

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																

Short Course Description	The teaching materials development course is a course designed to help students develop abilities in developing teaching materials. This course will provide knowledge and skills about various matters related to teaching materials. Things that will be discussed in this course include the role and types of teaching materials, both printed, non-printed and display teaching materials, procedures for their development, how to use them in the learning process, and ways to evaluate them.

References	**Main :**

1. Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview . Theory into Practice, (41) 4:212-26 .
2. Depdiknas. 2006. Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah.
3. Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud .
4. Wahyudin, Dinn & Kartawinata, Handy. 1998. Penulisan Bahan Ajar . Jakarta: Depdikbud
5. Wijaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Upaya Pembaharuan dalam Pendidikan dan Pengajaran . Bandung: Rosdakarya

	Supporters:

Supporting lecturer	Dr. Luqman Hakim, S.Pd., S.E., M.SA. Dr. Agung Listiadi, S.Pd., M.Ak. Rochmawati, S.Pd., M.Ak.

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	Summarizing the orientation, scope, objectives and position of teaching material development	1. Have an initial orientation about the course 2. Know the scope of the course 3. Know the objectives of the course 4. Knowing the position of courses in supporting the accounting curriculum and learning in schools	**Criteria:** - Attitude assessment rubric (attached) - Suitability of answers **Form of Assessment :** Participatory Activities		problem based learning and recitation 2 X 50	**Material:** 1. Scope of the course, 2. Objectives of the course, 3. Position of the course in supporting the accounting curriculum and learning in schools. **Library:** Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview. Theory into Practice, (41) 4:212-26 .	3%
2	Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in accounting learning	1. Explain the role of teaching materials in accounting learning 2. Identify types of printed and non-printed teaching materials that are relevant to accounting learning	**Criteria:** 1. Criteria: Descriptive rubric 2. Form: Non-test **Form of Assessment :** Participatory Activities, Practice/Performance		problem based learning and recitation 2 X 50	**Material:** 1. The role of teaching materials in accounting learning, 2. Types of printed and non-print teaching materials that are relevant to accounting learning. **Library:** Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture	4%

No	Kemampuan akhir	Indikator	Criteria & Form of Assessment		Learning method & time	Material & Library	Weight
3	Students are able to identify factors that must be considered in developing teaching materials Students are able to analyze the procedures that must be followed in developing teaching materials	1.Identify factors that must be considered in developing teaching materials 2.Analyze the procedures that must be followed in developing teaching materials	**Criteria:** 1.Criteria: Rubric 2.Form: test **Form of Assessment** : Participatory Activities, Tests		problem based learning and recitation 2 X 50	**Material:** 1. Factors that must be considered in developing teaching materials, 2. Procedures that must be followed in developing teaching materials. **Library:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	4%
4	Analyzing the similarities and differences in print-based teaching materials and their uses	Comparing (similarities and differences) the use of modules/handouts/LKPD in arts and culture learning	**Criteria:** 1.Criteria: Descriptive Rubik 2.Form: Non-test **Form of Assessment** : Participatory Activities		problem based learning and recitation 2 x 50	**Material:** (similarities and differences) use of modules/handouts/LKPD in arts and culture learning **Library:** *Ministry of National Education. 2006. Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	4%
5	Analyzing the similarities and differences in non-print based teaching materials and their uses	Comparing (similarities and differences) the use of non-printed teaching materials (audio, visual, multimedia, computer-assisted media) in Accounting learning	**Criteria:** 1.Criteria: Rubric 2.Form: Non-test **Form of Assessment** : Participatory Activities		Problem Based Learning and Recitation 2 x 50	**Material:** (similarities and differences) use of non-printed teaching materials (audio, visual, multimedia, computer-assisted media) in learning Accounting **Library:** *Ministry of National Education. 2006. Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	4%
6	Understanding environmental space and the use of literature reviews in developing teaching materials	- Identifying the environment for using the internet as a learning resource - Reviewing relevant literature (having novelty) sourced from the internet	**Criteria:** 1.Criteria: Descriptive Rubik 2.Form: Non-test **Form of Assessment** : Participatory Activities, Tests		Problem Based Learning and Recitation 2x50	**Material:** environmental space and the use of literature review in developing teaching materials **Library:** *Ministry of National Education. 2006. Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	3%
7	Understand models and formative evaluation procedures for printed and non-printed teaching materials	Identify models and procedures for formative evaluation of teaching materials (print/non-print)	**Criteria:** 1.Criteria: Descriptive Rubik 2.Form: test **Form of Assessment** : Participatory Activities, Tests		Problem Based Learning and Recitation 2x50	**Material:** Models and procedures for formative evaluation of teaching materials (print/non-print) **References:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	3%
8	UTS	UTS	**Criteria:** Maximum value 100 **Form of Assessment** : Participatory Activities, Tests			**Material:** UTS **Library:**	20%
9	Implementing stages/steps in developing teaching materials systematically (drafting)	- Design the development of printed/non-printed teaching materials to be used in arts and culture learning in schools - Implement the stages of developing teaching materials systematically (drafting 1) - Provide input/suggestions/improvements	**Criteria:** 1.Criteria: Descriptive Rubik 2.Form: Non-test **Form of Assessment** : Participatory Activities		Problem Based Learning and Recitation 2X50	**Materials:** 1. Development of printed/non-printed teaching materials to be used in arts and culture learning in schools, 2. Stages of systematic development of teaching materials (drafting 1), 3. Providing input/suggestions/improvements **Library:** *Wahyudin, Dinn & Kartawinata, Handy . 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	3%
10	Implementing stages/steps in developing teaching materials systematically (drafting)	Designing the development of print/non-print teaching materials to be used in arts and culture learning in schools - Implementing the stages of developing teaching materials systematically (drafting 1) - Providing input/suggestions/improvements	**Criteria:** 1.Criteria: Descriptive Rubik 2.Form: Non-test **Form of Assessment** : Participatory Activities		Problem Based Learning and Recitation 2X50	**Materials:** 1. Development of printed/non-printed teaching materials to be used in arts and culture learning in schools, 2. Stages of systematic development of teaching materials (drafting 1), 3. Providing input/suggestions/improvements **Library:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	4%
11	Implementing stages/steps in developing teaching materials systematically (editing)	Implementing the stages of developing teaching materials systematically (editing 1) Providing input/suggestions/improvements/feedback	**Criteria:** 1.Criteria: Descriptive Rubik 2.Form: Non-test **Form of Assessment** : Participatory Activities		Problem Based Learning and Recitation 2x50	**Material:** Stages of systematic development of teaching materials (editing 1) Providing input/suggestions/improvements/feedback **Readers:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	4%
12	Implementing stages/steps in developing teaching materials systematically (editing)	Implementing the stages of developing teaching materials systematically (editing 1) Providing input/suggestions/improvements/feedback	**Criteria:** 1.Criteria: Descriptive Rubik 2.Form: Non-test **Form of Assessment** : Participatory Activities		Problem Based Learning and Recitation 2x50	**Material:** Stages of systematic development of teaching materials (editing 1) Providing input/suggestions/improvements/feedback **Readers:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	4%
13	Implementing stages/steps in developing teaching materials systematically (revising)	- Implement the stages of developing teaching materials systematically (Provide input/suggestions/improvements	**Criteria:** 1.Criteria: Descriptive Rubik 2.Form: Non-test **Form of Assessment** : Participatory Activities		Problem Based Learning and Recitation 2x50	**Material:** Stages of systematic development of teaching materials (Providing input/suggestions/improvements. **Reference:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Depdikbud*	4%
14	Implementing stages/steps in developing teaching materials systematically (revising)	- Implement the stages of developing teaching materials systematically (Provide input/suggestions/improvements	**Criteria:** 1.Criteria: Descriptive Rubik 2.Form: Non-test **Form of Assessment** : Participatory Activities		Problem Based Learning and Recitation 2x50	**Material:** Stages of systematic development of teaching materials (Providing input/suggestions/improvements. **Reference:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Depdikbud*	3%
15	Summarizing all stages of developing teaching materials (print/non-print)	Implementing the stages of developing teaching materials systematically (publishing)	**Criteria:** 1.Criteria: Grading rubric 2.Form: Non-test **Form of Assessment** : Participatory Activities		Problem Based Learning and Recitation 2X50	**Material:** Stages of systematic development of teaching materials (publishing) **Library:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	3%

| 16 | UAS | UAS | **Criteria:**
Maximum value 100

Form of Assessment :
Test | UAS | **Material:** UAS
Literature: | 30% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	53%
2.	Practice / Performance	2%
3.	Test	45%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.