



Universitas Negeri Surabaya
Faculty of Engineering,
Building Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
DEVELOPMENT OF TEACHING MATERIALS	8320502285	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	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	Students have an understanding of the meaning, function and use of teaching materials in accordance with the applicable curriculum
PO - 2	Students have the ability to plan and develop teaching materials according to the characteristics of the material
PO - 3	Students have the ability to apply and evaluate teaching materials according to student characteristics and subject matter

PLO-PO Matrix

	P.O
	PO-1
	PO-2
	PO-3

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																
PO-3																

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 :

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

Supporters:

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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	Introduction to Courses in the Development of Teaching Materials and Lecture Journals	<ol style="list-style-type: none"> 1. Have an initial orientation about the course 2. Know the scope of the course 3. Know the objectives of the course 4. Know the position of courses in supporting the curriculum and learning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- Assessment rubric 2.- Suitability of answers <p>Form of Assessment : Participatory Activities</p>	Expository, question and answer, discussion, 2 X 50		<p>Material: Teaching materials Library: Ministry of National Education. (2006). <i>Guidelines for Selecting and Preparing Teaching Materials.</i> Jakarta: Directorate General of Primary and Secondary Education.</p>	5%
2	<ul style="list-style-type: none"> - Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in learning - Modules - Textbooks 	<ol style="list-style-type: none"> 1. Explain the meaning of teaching materials 2. Identify types of printed and non-printed teaching materials that are relevant to learning 	<p>Criteria:</p> <ul style="list-style-type: none"> - Assessment rubric <p>Form of Assessment : Participatory Activities</p>	Expository, question and answer, discussion, assignment 2 X 50		<p>Material: Teaching materials Library: Wahyudin, Dinn & Kartawinata, Handy. 1998. <i>Writing Teaching Materials.</i> Jakarta: Department of Education and Culture</p>	5%
3	<ol style="list-style-type: none"> 1. Explain the types of teaching materials 2. Explain the advantages and disadvantages of various types of teaching materials 	<ol style="list-style-type: none"> 1. Explain the types of teaching materials 2. Explain the advantages and disadvantages of various types of teaching materials 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- Assessment rubric 2.- Suitability of answers <p>Form of Assessment : Test</p>	Caramah, discussion, question and answer 2 X 50		<p>Material: Types of teaching materials References: Campbell-Smith, Shandy, et al. 1994. <i>Writing Study Materials</i> Jakarta: Department of Education and Culture.</p>	5%
4	<ul style="list-style-type: none"> - Analyzing the similarities and differences in print-based teaching materials and their uses - Developing worksheets 	Comparing (similarities and differences) the use of modules and LKS/LKPD in learning	<p>Criteria:</p> <ul style="list-style-type: none"> Assessment rubric <p>Form of Assessment : Participatory Activities, Tests</p>	Demonstration, question and answer, discussion 2 X 50		<p>Material: Function of teaching materials References: Campbell-Smith, Shandy, et al. 1994. <i>Writing Study Materials</i> Jakarta: Department of Education and Culture.</p>	5%
5	Analyzing Jobsheet-based teaching materials and their use	Comparing Jobsheet-based teaching materials with LKS and modules	<p>Criteria:</p> <ul style="list-style-type: none"> Assessment rubric <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Expository, simulation, demonstration, presentation, question and answer, assignment 2 X 50		<p>Material: Planning Teaching Materials Library: Ministry of National Education. (2006). <i>Guidelines for Selecting and Preparing Teaching Materials.</i> Jakarta: Directorate General of Primary and Secondary Education.</p>	10%

6	Understand the development environment, use of job sheets in learning, advantages, disadvantages and job sheet formats	- Identifying the scope of using Jobsheets in learning, advantages, disadvantages, and jobsheet formats - Reviewing relevant literature (which has novelty) sourced from the internet regarding the development and use of Jobsheets	Criteria: Assessment rubric Form of Assessment : Portfolio Assessment	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50		Material: Development of teaching materials Library: <i>Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.</i>	10%
7	Understand the meaning, advantages, disadvantages, and create a Jobsheet	Identify meaning, advantages, disadvantages, and create a Jobsheet	Criteria: Assessment rubric Form of Assessment : Portfolio Assessment	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50		Material: Development of teaching materials Library: <i>Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.</i>	10%
8	UTS		Form of Assessment : Test	Test 2 X 50		Material: Meeting material 1 to 7 References:	5%
9	Applying the stages/steps for developing labsheet teaching materials	- Designing the development of labsheet teaching materials to be used in learning at school - Implementing the stages of developing teaching materials systematically - Providing input/suggestions/improvements	Criteria: - Attitude assessment rubric (attached) - Performance assessment rubric Product assessment rubric Form of Assessment : Portfolio Assessment	FGD, assignment (collaborative project), presentation, review 2 X 50		Material: Teaching materials Reference: <i>Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview. Theory into Practice, (41) 4:212-26 .</i> Material: Application of teaching materials Library: <i>Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture</i>	4%
10	Implement the stages/steps for developing Labsheet teaching materials	- Implement the stages of developing Labsheet teaching materials 2) Provide input/suggestions/improvements	Criteria: According to the assessment rubric Form of Assessment : Participatory Activities	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		Material: Application of teaching materials Library: <i>Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.</i>	7%

11	Implement the stages/steps for developing handout teaching materials	Implementing the stages of developing handout teaching materials. Providing input/suggestions/improvements/feedback	<p>Criteria:</p> <ul style="list-style-type: none"> - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric <p>Forms of Assessment :</p> <ul style="list-style-type: none"> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance 	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material:</p> <ul style="list-style-type: none"> Development of teaching materials <p>Library:</p> <ul style="list-style-type: none"> Wahyudin, Dinn & Kartawinata, Handy. 1998. <i>Writing Teaching Materials.</i> Jakarta: <i>Departement of Education and Culture</i> 	5%
12	Implement the stages/steps for developing handout teaching materials	- Implement the stages of developing handout teaching materials - Provide input/suggestions/improvements	<p>Criteria:</p> <ul style="list-style-type: none"> According to the assessment rubric <p>Form of Assessment :</p> <ul style="list-style-type: none"> Participatory Activities, Portfolio Assessment 	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material:</p> <ul style="list-style-type: none"> Development of teaching materials <p>Library:</p> <ul style="list-style-type: none"> Ministry of National Education. (2006). <i>Guidelines for Selecting and Preparing Teaching Materials.</i> Jakarta: <i>Directorate General of Primary and Secondary Education.</i> 	5%
13	Implement the stages/steps for developing teaching materials in the form of video tutorials	- Implement the stages of developing teaching materials in the form of video tutorials - Provide input/suggestions/improvements	<p>Criteria:</p> <ul style="list-style-type: none"> - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric <p>Form of Assessment :</p> <ul style="list-style-type: none"> Project Results Assessment / Product Assessment 	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material:</p> <ul style="list-style-type: none"> Evaluation of teaching materials <p>Library:</p> <ul style="list-style-type: none"> Ministry of National Education. (2006). <i>Guidelines for Selecting and Preparing Teaching Materials.</i> Jakarta: <i>Directorate General of Primary and Secondary Education.</i> 	5%
14	Applying the stages/steps for developing video tutorial teaching materials	- Implement the stages of developing video tutorial teaching materials - Provide input/suggestions/improvements	<p>Criteria:</p> <ul style="list-style-type: none"> - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric <p>Form of Assessment :</p> <ul style="list-style-type: none"> Project Results Assessment / Product Assessment 	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material:</p> <ul style="list-style-type: none"> Evaluation of teaching materials <p>Library:</p> <ul style="list-style-type: none"> Ministry of National Education. (2006). <i>Guidelines for Selecting and Preparing Teaching Materials.</i> Jakarta: <i>Directorate General of Primary and Secondary Education.</i> 	7%
15	Summarizing all the stages of developing teaching materials (print/non-print) Creating modules for 1 Basic Competency according to the vocational school curriculum	Implementing the stages of developing teaching materials systematically (publishing)	<p>Criteria:</p> <ul style="list-style-type: none"> Students get maximum marks if the manufacturing process is carried out correctly and the product produced is appropriate <p>Form of Assessment :</p> <ul style="list-style-type: none"> Portfolio Assessment 	Presentation, reflection, reporting 2 X 50		<p>Material:</p> <ul style="list-style-type: none"> Teaching materials <p>Library:</p> <ul style="list-style-type: none"> Campbell-Smith, Shandy, et al. 1994. <i>Writing Study Materials</i> Jakarta: <i>Department of Education and Culture.</i> 	7%
16			<p>Form of Assessment :</p> <ul style="list-style-type: none"> Test 	Test		<p>Materials:</p> <ul style="list-style-type: none"> All materials <p>Library:</p> <ul style="list-style-type: none"> 	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	27%

2.	Project Results Assessment / Product Assessment	13.67%
3.	Portfolio Assessment	36.83%
4.	Practice / Performance	1.67%
5.	Test	20.83%
		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.