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

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Development of Teaching Materials		8721102136				T=2	P=0	ECTS=3.18	4	July 19, 2024
AUTHORIZATION		**SP Developer**			**Course Cluster Coordinator**			**Study Program Coordinator**		
			....			....		Dr. Tri Sudarwanto, S.Pd., MSM.		

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

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	Drs. Saino, M.Pd. Veni Rafida, S.Pd., M.Pd.

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 developing teaching materials	- Have an initial orientation about the course - Know the scope of the course - Know the objectives of the course - Know the position of the course in supporting the accounting curriculum and learning at school	**Criteria:** - Attitude assessment rubric (attached) - Suitability of answers	Expository, question and answer, discussion, 2 X 50			0%
2	Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in arts and culture learning	- Explain the role of teaching materials in arts and culture learning - Identify types of printed and non-print teaching materials that are relevant to arts and culture learning	**Criteria:** - Attitude assessment rubric (attached) - Performance assessment rubric - Answer sheet	Expository, question and answer, FGD, presentation, assignment 2 X 50			0%

			Criteria				
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	- Identify factors that must be considered in developing teaching materials - Analyze the procedures that must be followed in developing teaching materials	**Criteria:** - Performance assessment rubric - Answer sheet - Suitability of answers	- knowledge assessment - skills assessment (performance performance) - project assessment (process and product) - attitude assessment 2 X 50			0%
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:** - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Demonstration, question and answer, discussion 2 X 50			0%
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 arts and culture learning	**Criteria:** - Attitude assessment rubric (attached) - Performance assessment rubric Product assessment rubric	Expository, simulation, demonstration, presentation, question and answer, assignment 2 X 50			0%
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:** - Attitude assessment rubric (attached) - Answer sheet	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50			0%
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:** - Attitude assessment rubric (attached) - Answer sheet	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50			0%
8	UTS			2 X 50			0%
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:** - Attitude assessment rubric (attached) - Performance assessment rubric Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50			0%
10	Implementing the stages/steps of developing teaching materials systematicallydrafting)	- Implement the stages of developing teaching materials systematically (drafting 2) Provide input/suggestions/improvements	**Criteria:** - Attitude assessment rubric (attached)	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50			0%
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:** - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50			0%
12	Implementing stages/steps in developing teaching materials systematically (editing)	- Implement the stages of developing teaching materials systematically (- Provide input/suggestions/improvements	**Criteria:** - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50			0%
13	Implementing stages/steps in developing teaching materials systematically (revising)	- Implement the stages of developing teaching materials systematically (Provide input/suggestions/improvements	**Criteria:** - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50			0%
14	Implementing the stages/steps of developing teaching materials systematically (revising)	- Implement the stages of developing teaching materials systematically (Provide input/suggestions/improvements	**Criteria:** - Attitude assessment rubric (attached) - Performance assessment rubric Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50			0%
15	Summarizing all stages of developing teaching materials (print/non-print)	Implementing the stages of developing teaching materials systematically (publishing)		Presentation, reflection 2 X 50			0%

16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.