



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

Document Code

**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 17, 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)**

<b>PO - 1</b>	Students are able to design and compile teaching materials that are oriented towards developing dimensions of knowledge, skills and attitudes in accordance with student development in business education learning
<b>PO - 2</b>	Students are able to show performance in developing teaching materials that contain business education learning content
<b>PO - 3</b>	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-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 :**

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; Dadjuri, Dadjaja & Rusyan, Tabrani. 1990. Upaya Pembaharuan dalam Pendidikan dan Pengajaran . Bandung: Rosdakarya

**Supporters:**

**Supporting lecturer** Novi Marlana, S.Pd., M.Si.  
 Renny Dwijayanti, 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 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 curriculum and business learning at the school		Lecture: 1. Lecture 2. Discussion 3. Cooperative Learning 4. Assignment-1: Discuss and present about learning in school	Elearning:  Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.		10%

2	Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in business learning	<ol style="list-style-type: none"> <li>1.Explain the role of teaching materials in learning</li> <li>2.Identify types of printed and non-printed teaching materials that are relevant to arts and culture learning</li> </ol>	<b>Criteria:</b> Assessment rubric	Lecture: <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Cooperative learning</li> <li>4. Assignment 2: Discuss the role of teaching materials in learning and distinguish between printed and non-printed teaching materials</li> </ol>	Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
3	Identifying factors that must be considered in developing teaching materials - Students are able to analyze the procedures that must be followed in developing teaching materials	<ol style="list-style-type: none"> <li>1. Identify factors that must be considered in developing teaching materials</li> <li>2. Analyze the procedures that must be followed in developing teaching materials</li> </ol>	<b>Criteria:</b> Assessment rubric	Lecture: <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Discovery Learning</li> <li>4. Assignment 3: Identify factors in developing teaching materials, procedures in developing teaching materials</li> </ol>	Elearning: Take and give, cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
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 business learning	<b>Criteria:</b> Assessment rubric	Lecture: <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Project Based Learning</li> <li>3. Presentation</li> <li>4. Assignment 4: Discuss Compare (similarities and differences) the use of modules/handouts/LKPD in business learning</li> </ol>	Elearning: Take and give, project based learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
5			<b>Criteria:</b> Assessment rubric	Lecture: <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discovery Learning</li> <li>3. Presentation</li> <li>4. Assignment 5: Compare (similarities and differences) the use of non-printed teaching materials (audio, visual, multimedia, computer-assisted media) in arts and culture learning</li> </ol>	Elearning: Take and give, project based learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
6	Understanding environmental space and the use of literature reviews in developing teaching materials	<ol style="list-style-type: none"> <li>1. Identifying the environment for using the internet as a learning resource</li> <li>2. Reviewing relevant (new) literature sourced from the internet</li> </ol>	<b>Criteria:</b> Assessment rubric	Lecture: <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Project Based Learning</li> <li>3. Presentation</li> <li>4. Assignment 6: Review relevant literature (having novelty) sourced</li> </ol>	Elearning: Take and give, project based learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
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)	<b>Criteria:</b> Assessment rubric	Lecture: <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Presentation</li> </ol>	Elearning: Take and give, project based learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
8						0%
9		<ol style="list-style-type: none"> <li>1. Designing the development of printed/non-printed teaching materials to be used in arts and culture learning in schools</li> <li>2. Implementing the stages of developing teaching materials systematically (drafting 1) - Providing input/suggestions/improvements</li> </ol>	<b>Criteria:</b> Assessment rubric	Lecture: <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Project Based Learning</li> </ol>	Elearning: Take and give, discovery learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%

10	Implementing the stages/steps of developing teaching materials systematically (drafting)		<b>Criteria:</b> Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Project Based Learning 4. Assignment 7: Systematic teaching material development project (drafting)	Elearning: Take and give, discovery learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
11		Implementing the stages of developing teaching materials systematically (editing 1) Providing input/suggestions/improvements/feedback)	<b>Criteria:</b> Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Project Based learning 4. Assignment 8: Systematic teaching material development project (editing)	Elearning: Take and give, discovery learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
12	Implementing stages/steps in developing teaching materials systematically (editing)	Implementing the stages of developing teaching materials systematically (Providing input/suggestions/improvements)	<b>Criteria:</b> Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Project Based learning 4. Assignment 9: Systematic teaching material development project (editing)	Elearning: Take and give, discovery learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
13	Implementing stages/steps in developing teaching materials systematically (revising)	Implementing the stages of developing teaching materials systematically (Providing input/suggestions/improvements)	<b>Criteria:</b> Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Project Based learning 4. Assignment 10: Create simple teaching materials systematically	Elearning: Take and give, discovery learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
14	Implementing stages/steps in developing teaching materials systematically (revising)	Implementing the stages of developing teaching materials systematically (Providing input/suggestions/improvements)	<b>Criteria:</b> Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Project Based learning 4. Assignment 10: Create simple teaching materials systematically	Elearning: Take and give, discovery learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
15	Summarizing all stages of developing teaching materials (print/non-print)	Implementing the stages of developing teaching materials systematically (publishing)	<b>Criteria:</b> Assessment rubric	Lecture: 1. Lecture 2. Discussion 3. Project Based learning 4. Assignment 11: Create simple teaching materials systematically. (publishing stage)	Elearning: Take and give, discovery learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that you can think at a higher level.	10%
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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability 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.