	Universitas Negeri Surabaya Faculty of Engineering , Undergraduate Culinary Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Media and Learning Resources for Culinary Courses		8321103166		T=3	P=0	ECTS=4.77	5	February 8, 2021

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Ita Fatkhur Romadhoni, S.Pd.,M.Pd	Nugrahani Astuti, M.Pd	Dr. Hj. Sri Handajani, S.Pd., M.Kes.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-12	Able to apply the principles of adaptive and normative knowledge that support the field of culinary education
	Program Objectives (PO)	
	PO - 1	Students are able to be creative and innovative in designing, creating and presenting teaching materials according to the characteristics of the course by utilizing currently developing science and technology.
	PO - 2	Students have knowledge about the meaning, role and types of teaching materials, as well as how to create and develop teaching materials that suit the course field.
	PO - 3	Students have a responsible attitude in developing learning outcomes assessments in accordance with National Education Standards, especially assessment standards.
	PO - 4	Students attend lectures in an orderly, polite and disciplined manner, are active, and are able to work together with groups.
	PLO-PO Matrix	

P.O	PLO-12
PO-1	
PO-2	
PO-3	
PO-4	

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																
PO-4																

Short Course Description	The Media Development and Learning Resources course in the Culinary Field course aims to equip students to expand their business wings after graduating from college. Specifically, this course studies strategies for opening courses by creating contemporary learning media and resources. Various aspects are discussed in this course and are related to aspects of capturing the market through digital media, identifying types of media according to competence, improving the quality of educational and culinary-oriented media, skills in managing various types of media sources and identifying needs for developing course teaching materials. After students complete this course, they are expected to be able to analyze, compile and develop media and learning resources in several types of courses. Lectures are delivered in the form of project-based lectures, case studies and interactive discussions.

References	Main :

1. Andi Prastowo. 2014. Panduan Kreatif Membuat Bahan Ajar Inovatif . Yogyakarta: Diva Press
2. Ariyana Yoki, dkk. 2018. Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi Program Peningkatan Kopetensi Pembelajaran Berbasis Zonasi. Direktorat Jendral Guru dan Tenaga Kependidikan Kemendikbud.
3. Dewi, Utari, dkk. 2020. Handout Pengembanan Bahan Ajar Cetak. Surabaya: Teknologi Pendidikan FIPUnesa
4. Hofman Jennifer. 2014. Blanded Learning Instructional Design: A Modern Approach. InSync Training LLC.
5. Grand-Clement Sarah. 2017. Digital Learning: Education and Skill in The Digital Age. RAND Corporation, Santa Monica Calif and Cambridge, UK.
6. Mustaji. 2013. Media Pembelajaran. Surabaya: Unipress Unesa
7. Nurlaela Luthfiyah, Euis Ismayati, Muchlas Samani, Suparji, dan I Gde Putu Asto Buditjahjanto. 2019. Strategi Belajar Berfikir Kreatif. Media Guru: Jakarta.
8. Suyatman. 2013. Pengembangan Bahan Ajar. Fataba Press IAIN Surakarta.

Supporters:	

1. Ismawati Esti. 2012. Telaah Kurikulum dan Pengembangan Bahan Ajar. Ombak: Jakarta.
2. Kilbane Clare dan Milman Natalie. 2014. Teaching Models: Designing Instruction for 21st Century Learners. Pearson: San Fransisco.
3. Miyarso Estu. 2019. Modul 4: Perancangan Pembelajaran Inovatif
4. Muhtadi Ali. 2019. Modul 3: Pembelajaran Inovatif.
5. Munawaroh Isniatun. 2019. Modul I: Konsep Dasar Ilmu Pendidikan.
6. Newby, Timothy J., Donald A. Stepich, James D. Lehman, James D. Russell, Anne OttenbreitLeftwich. 2009. Educational Technology for teaching and Learning. Ed
7. Pujiriyanto. 2019. Modul 2: Peran Guru Dalam Pembelajaran Abad 21

Supporting lecturer	Ita Fatkhur Romadhoni, S.Pd., M.Pd. Andika Kuncoro Widagdo, 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	Students understand the important role of training as well as the objectives of educational paradigm training and its implications for learning methods	Students combine learning material for one semester	**Criteria:** 1.Accuracy of the material referred to 2.Completeness of written material **Form of Assessment** : Project Results Assessment / Product Assessment	Direct learning, Vinesa 3 X 50		**Material:** Educational paradigms **Reader:** *Andi Prastowo. 2014. Creative Guide to Creating Innovative Teaching Materials. Yogyakarta: Diva Press*	5%
2	Students understand the characteristics of learning and the principles of adult education	1.Examining educational paradigms Adult education approaches. 2.Identifying characteristics of adult learning 3.Analyze the principles of Adult education	**Criteria:** Accuracy and sharpness of analysis **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation and discussion 3 X 50		**Material:** Adult education **Reference:** *Ariyana Yoki, et al. 2018. Learning Handbook Oriented to Higher Level Thinking Skills Zoning Based Learning Competency Improvement Program. Directorate General of Teachers and Education Personnel, Ministry of Education and Culture.*	5%
3	Students understand Training Methods and Media	Students analyze the Training Media Training method	**Criteria:** Accuracy and sharpness of analysis **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation and discussion 3 X 50		**Material:** Training methods and media **Reader:** *Grand-Clement Sarah. 2017. Digital Learning: Education and Skills in the Digital Age. RAND Corporation, Santa Monica Calif. and Cambridge, UK.*	5%

4	Students understand the importance of conducting needs analysis and methods for analyzing media needs and teaching materials for training	Reconvey the meaning of needs analysis. The importance of needs analysis in training. Methods for conducting needs analysis	**Criteria:** Accuracy in conducting training needs analysis **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Discussion and practice 3 X 50		**Material:** Analysis of media needs and teaching materials for training **Reader:** *Ismawati Esti. 2012. Study of Curriculum and Teaching Material Development. Waves: Jakarta.*	5%
5	Students understand and are able to plan media and learning resources based on an analysis of training activity needs	Making media plans and learning resources based on the type of training Designing training objectives Training Curriculum Designing preparation of infrastructure and facilities Management of participants Monev planning	**Criteria:** 1. Accuracy in preparing media and training curriculum □ 2. Completeness of media components in the training curriculum. **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Presentation and discussion 3 X 50		**Material:** Analysis of training activity needs **Reference:** *Suyatman. 2013. Development of Teaching Materials. Fataba Press IAIN Surakarta.*	5%
6	Students understand and are able to plan media and learning resources based on an analysis of training activity needs	Making media plans and learning resources based on the type of training Designing training objectives Training Curriculum Designing preparation of infrastructure and facilities Management of participants Monev planning	**Criteria:** 1. Accuracy in preparing media and training curriculum □ 2. Completeness of media components in the training curriculum. **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Presentation and practice 3 X 50		**Material:** Planning media and learning resources **Reader:** *Mustaji. 2013. Learning Media. Surabaya: Unipress Unesa*	5%
7	Students understand and are able to plan media and learning resources based on an analysis of training activity needs	Making media plans and learning resources based on the type of training Designing training objectives Training Curriculum Designing preparation of infrastructure and facilities Management of participants Monev planning	**Criteria:** 1. Accuracy in preparing media and training curriculum □ 2. Completeness of media components in the training curriculum. **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation and practice 3 X 50		**Material:** planning media and learning resources **Library:** *Grand-Clement Sarah. 2017. Digital Learning: Education and Skills in the Digital Age. RAND Corporation, Santa Monica Calif. and Cambridge, UK.*	5%
8	Students master the material starting from meetings 1-7	Students are able to answer questions correctly according to the answer key	**Criteria:** able to answer questions correctly according to the answer key **Form of Assessment** : Project Results Assessment / Product Assessment, Test	Direct Learning 3 X 50		**Material:** Presentation of project progress **Readers:** *Nurlaela Luthfiyah, Euis Ismayati, Muchlas Samani, Suparji, and I Gde Putu Asto Buditjahjanto. 2019. Creative Thinking Learning Strategies. Teacher Media: Jakarta.*	10%
9	Creation of blog-based digital modules	students are able to create blog-based digital modules	**Criteria:** Design and Creativity **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion and practice 3 X 50		**Material:** Blog-based digital module **Reader:** *Mustaji. 2013. Learning Media. Surabaya: Unipress Unesa*	10%

No			Criteria / Form of Assessment	Method		Material / Library	%
10	Students are able to create course learning media by utilizing video media	Students are able to create video-based online course media	**Criteria:** creativity and accuracy of delivery **Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50 project based learning		**Material:** Course Learning Media **Library:** *Suyatman. 2013. Development of Teaching Materials. Fataba Press IAIN Surakarta.*	5%
11	Creation of e.pub-based digital books on digital courses	Mambu students create EPUB-based digital books	**Criteria:** Creativity **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Discussion and practice 3 X 50		**Material:** e.pub-based digital book on digital course **Reader:** *Grand-Clement Sarah. 2017. Digital Learning: Education and Skills in the Digital Age. RAND Corporation, Santa Monica Calif. and Cambridge, UK.*	5%
12	Creating Digital Presentations by utilizing presentation backgrounds for online course learning	Students are able to blind presentations by utilizing presentation backgrounds	**Criteria:** creativity **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Discussion and practice 3 X 50		**Material:** Digita Presentation **Bibliography:** *Newby, Timothy J., Donald A. Stepich, James D. Lehman, James D. Russell, Anne OttenbreitLeftwich. 2009. Educational Technology for teaching and Learning. Ed*	5%
13	Creating Digital Classes for Online Course Learning	Students are able to create digital classes for online courses	**Criteria:** Creativity **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion and presentation 3 X 50		**Material:** Digital Class **Library:** *Munawaroh Isniatun. 2019. Module I: Basic Concepts of Educational Science.*	5%
14	Utilizing Telegram Social Media for Online Classes	Students are able to create Telegram-based digital classes for online course delivery	**Criteria:** Digital Classroom Functionality **Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50 project based learning		**Material:** Utilization of Social Media **Reader:** *Muhtadi Ali. 2019. Module 3: Innovative Learning.*	5%
15	Students Create Digital Classes and Digital Media According to Their Own Designs	Students Create Digital Classes According to Their Individual Plans	**Criteria:** Accuracy of design and execution **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Discussion and practice 3 X 50		**Material:** Creating a Digital Class **Library:** *Muhtadi Ali. 2019. Module 3: Innovative Learning.*	5%
16	Students master the material from meetings 1-15	Students are able to apply learning during one semester	**Criteria:** Able to Practice Correctly **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation 3 X 50		**Material:** Presentation of project work results **Reader:** *Miyarso Estu. 2019. Module 4: Innovative Learning Design*	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	2.5%
2.	Project Results Assessment / Product Assessment	79.17%
3.	Portfolio Assessment	6.67%
4.	Practical Assessment	1.67%
5.	Practice / Performance	5%
6.	Test	5%
		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** 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.