



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program Drama Arts, Dance and Music Education**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Teaching Materials	8820902536	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	February 3, 2023
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** Understand the nature of teaching materials, scope and objectives of developing teaching materials

**PLO-PO Matrix**

P.O
PO-1

**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																

**Short Course Description** Courses designed to study, analyze, develop and produce innovative teaching materials. Discussion of aspects of teaching materials, including roles and types, development procedures, and how to use them in the learning process. Developing teaching materials by utilizing the concept of preparing textbooks through class meeting activities and presenting them in class discussions to produce a prototype of a school arts and culture textbook.

**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
- Prastowo, Andi. 2011. Panduan Kreatif Membuat Bahan Ajar Inovatif : Menciptakan Metode Pembelajaran yang menarik dan menyenangkan. DIVA Press : Yogyakarta
- Putra, R. Masri Sareb. 2007. How to write your own text book : cara cepat dan asyik membuat buku ajar yang powerful. Kolbu : Bandung
3. Royan F. M., 2011. Cara Mudah Menulis Buku Best Seller. Sidoarjo: Masmedia Buana Pustaka.

**Supporters:**

- Muslich, Masnur. Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks. Yogyakarta: ar-Ruzz Media
- Pudiasuti, Ratna Dewi. 2014. Cara dan Tip Produktif Menulis Buku. Jakarta: Gramedia.
- Daryanto. 2002. Menyusun Modul Bahan Ajar untuk Persiapan Guru Dalam Mengajar. Yogyakarta: Gava Media

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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	Understand the nature of teaching materials, scope and objectives of developing teaching materials	Explain the objectives of developing teaching materials for learning in schools	<p><b>Criteria:</b> Explain the objectives of developing teaching materials for learning in schools correctly</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Discussion and questions and answers 2 X 50	Discussion and questions and answers	<p><b>Material:</b> Essence, objectives and scope of teaching materials <b>Reader:</b> <i>Prastowo, Andi. 2011. Creative Guide to Creating Innovative Teaching Materials: Creating interesting and fun learning methods. DIVA Press : Yogyakarta</i></p>	2%
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	<p>1.Explain the role of teaching materials in learning arts and culture</p> <p>2. Identify types of printed and non-printed teaching materials that are relevant to arts and culture learning</p>	<p><b>Criteria:</b> Goal achievement</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion and questions and answers 2 X 50	Discussion and questions and answers	<p><b>Material:</b> The role of teaching materials, various types of teaching materials that are relevant in learning arts and culture <b>Reader:</b> <i>Muslich, Masnur. Textbook Writing: Basics of Understanding, Writing, and Using Textbooks. Yogyakarta: ar-Ruzz Media</i></p>	2%
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	<p><b>Criteria:</b> - Performance assessment rubric - Answer sheet - Suitability of answers</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	- knowledge assessment - skills assessment (performance) - project assessment (process and product) - attitude assessment 2 X 50		<p><b>Material:</b> Factors for developing teaching materials <b>Library:</b> <i>Wahyudin, Dinn &amp; Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture</i></p>	2%
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	<p><b>Criteria:</b> - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Demonstration, question and answer, discussion 2 X 50		<p><b>Material:</b> Benefits of Teaching Modules <b>Library:</b> <i>Prastowo, Andi. 2011. Creative Guide to Creating Innovative Teaching Materials: Creating interesting and fun learning methods. DIVA Press : Yogyakarta</i></p>	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	<p><b>Criteria:</b> - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Expository, simulation, demonstration, presentation, question and answer, assignment 2 X 50		<p><b>Material:</b> Print and non-print based teaching materials <b>Reference:</b> <i>Royan FM, 2011. Easy Ways to Write Best Seller Books. Sidoarjo: Masmedia Buana Pustaka.</i></p>	2%

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	<b>Criteria:</b> - Attitude assessment rubric (attached) - Answer sheet  <b>Form of Assessment :</b> Portfolio Assessment	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50		<b>Material:</b> Print and non-print based teaching materials <b>Reference:</b> <i>Putra, R. Masri Sareb. 2007. How to write your own text book: a fast and fun way to create a powerful textbook. Kolbu: Bandung</i>	5%
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> - Attitude assessment rubric (attached) - Answer sheet  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50		<b>Material:</b> evaluation models and procedures <b>Reader:</b> <i>Daryanto. 2002. Developing Teaching Material Modules for Teacher Preparation in Teaching. Yogyakarta: Gava Media</i>	2%
8	UTS Mastery of making Student Worksheets or Learner Worksheets	1. Able to identify material from one pair of KD in LKS/LKPD2. Able to make Student Worksheets (LKS) or Student Worksheets (LKPD)	<b>Criteria:</b> 1.1. Accuracy of LKS/LKPD material planning with KD 2.2. Creativity of LKS/LKPD products 3.3. Product benefits for students  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Individual Project Based Learning prepares 2 X 50 LKS/LKPD		<b>Material:</b> LKPD <b>Library:</b> <i>Daryanto. 2002. Developing Teaching Material Modules for Teacher Preparation in Teaching. Yogyakarta: Gava Media</i>	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	<b>Criteria:</b> - Attitude assessment rubric (attached) - Performance assessment rubric Product assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<b>Material:</b> Non-print printed teaching materials <b>References:</b> <i>Campbell-Smith, Shandy, et al. 1994. Writing Study Materials Jakarta: Department of Education and Culture.</i>	2%
10	Implementing the stages/steps of developing teaching materials systematically (drafting)	- Implement the stages of developing teaching materials systematically (drafting 2) Provide input/suggestions/improvements	<b>Criteria:</b> - Attitude assessment rubric (attached)  <b>Form of Assessment :</b> Participatory Activities	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<b>Material:</b> Stages of developing teaching materials <b>Library:</b> <i>Wahyudin, Dinn &amp; Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture</i>	2%
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	<b>Criteria:</b> - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<b>Material:</b> Development of teaching materials <b>References:</b> <i>Campbell-Smith, Shandy, et al. 1994. Writing Study Materials Jakarta: Department of Education and Culture.</i>	2%

12	Implementing stages/steps in developing teaching materials systematically (editing)	- Implement the stages of developing teaching materials systematically (- Provide input/suggestions/improvements	<b>Criteria:</b> - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<b>Material:</b> Steps to develop teaching materials <b>Library:</b> Ministry of National Education. (2006). <i>Guidelines for Selecting and Preparing Teaching Materials.</i> Jakarta: Directorate General of Primary and Secondary Education.	10%
13	Implementing stages/steps in developing teaching materials systematically (revising)	- Implement the stages of developing teaching materials systematically (Provide input/suggestions/improvements	<b>Criteria:</b> - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<b>Material:</b> Stages of writing teaching materials <b>References:</b> Campbell-Smith, Shandy, et al. 1994. <i>Writing Study Materials</i> Jakarta: Department of Education and Culture.	2%
14	Implementing the stages/steps of developing teaching materials systematically (revising)	- Implement the stages of developing teaching materials systematically (Provide input/suggestions/improvements	<b>Criteria:</b> - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<b>Material:</b> Development of teaching materials <b>Reader:</b> Prastowo, Andi. 2011. <i>Creative Guide to Creating Innovative Teaching Materials: Creating interesting and fun learning methods.</i> DIVA Press : Yogyakarta	10%
15	Summarizing all stages of developing teaching materials (print/non-print)	Implementing the stages of developing teaching materials systematically (publishing)	<b>Criteria:</b> Accuracy determines the stages  <b>Form of Assessment :</b> Participatory Activities	Presentation, reflection 2 X 50		<b>Material:</b> Development of teaching materials <b>Library:</b> Wahyudin, Dinn & Kartawinata, Handy. 1998. <i>Writing Teaching Materials.</i> Jakarta: Department of Education and Culture	7%
16	UAS	Accuracy in compiling teaching material products according to learning outcomes	<b>Criteria:</b> Teaching material products are in accordance with the objectives, correct systematic, operational assessment  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Product presentation 2x50	Presentation 2x50	<b>Material:</b> Development of teaching materials <b>Library:</b> Ministry of National Education. (2006). <i>Guidelines for Selecting and Preparing Teaching Materials.</i> Jakarta: Directorate General of Primary and Secondary Education.	30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	21%
2.	Project Results Assessment / Product Assessment	71%
3.	Portfolio Assessment	7%
4.	Test	1%
		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.