							Document Code
	Universitas Negeri Surabaya **Faculty of Economics and Business,** **Bachelor of Science in Office Administration Education Study Program**						

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Development of Teaching Materials		8721002134		Compulsory Study Program Subjects		**T=2**	**P=0**	**ECTS=3.18**	4	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 which is charged to the course**
	Program Objectives (PO)
	PO - 1 Students are able to design and compile teaching materials that are oriented towards developing the dimensions of knowledge, skills and attitudes in accordance with student development in accounting learning based on the Skills aspect
	PO - 2 Students are able to design and compile teaching materials that are oriented towards developing the dimensions of knowledge, skills and attitudes in accordance with student development in office administration learning
	PO - 3 Students are able to show performance in developing teaching materials that contain office administration learning content
	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. Holden, Christoper, el al. 2015. Mobile Media Learning. Lulu.com; Illustrated edition.
5. Mayer, Richard E. 2020. Multimedia learning 3rd edition. Cambridge University Press.
6. Smaldino, Sharon E., Debora L. Lowter, James D. Russell. 2011. InstructionalTechnology & media for Learning (Teknologi Pembelajaran dan Media untukBelajar). Jakarta: KencanaPrenada Media Group.
7. Musfiqon, HM. 2012. Pengembangan Media & Sumber Pembelajaran.Jakarta: PT. Prestasi Pustakaraya.
8. Sadiman, Arief S. (dkk). 2014. Media Pendidikan: PengertianPengembangan, dan Pemanfaatannya. Jakarta: PT RajaGrafindo Persada.

Supporters:

Supporting lecturer	Brillian Rosy, S.Pd., M.Pd. Novi Trisnawati, 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	1.- 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 curriculum and learning of Office Administration in Schools 2.Reorientation of lectures and learning contracts	**Criteria:** 1.- Attitude assessment rubric (attached) - Suitability of answers 2.paper presentation **Form of Assessment** : Participatory Activities	Expository, question and answer, discussion, 2 X 50	Expository, question and answer, discussion,	**Material:** basic concepts of teaching materials **References:** *Sadiman, Arief S. (et al). 2014. Educational Media: Understanding Development and Utilization. Jakarta: PT RajaGrafindo Persada.*	3%
2	Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in learning Office Administration	- Explain the role of teaching materials in learning Office Administration - Identify types of printed and non-print teaching materials that are relevant to learning Office Administration	**Criteria:** - Attitude assessment rubric (attached) - Performance assessment rubric - Answer sheet **Form of Assessment** : Participatory Activities	Expository, question and answer, FGD, presentation, assignment 2 X 50	Expository, question and answer, FGD, presentation, assignment 2 X 50	**Material:** The role of teaching materials **References:** *Sadiman, Arief S. (et al). 2014. Educational Media: Understanding Development and Utilization. Jakarta: PT RajaGrafindo Persada.*	3%
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 **Form of Assessment** : Participatory Activities	Demonstration, question and answer, discussion 2 X 50	Demonstration, question and answer, discussion 2 X 50	**Material:** factors in teaching materials **Reference:** *Sadiman, Arief S. (et al). 2014. Educational Media: Understanding Development and Utilization. Jakarta: PT RajaGrafindo Persada.*	3%
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 learning Office Administration	**Criteria:** - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric **Form of Assessment** : Participatory Activities	Demonstration, question and answer, discussion 2 X 50	Demonstration, question and answer, discussion 2 X 50	**Material:** selection of teaching materials **Library:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	3%
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 **Form of Assessment** : Participatory Activities	Expository, simulation, demonstration, presentation, question and answer, assignment 2 X 50	Expository, simulation, demonstration, presentation, question and answer, assignment 2 X 50	**Material:** selection of teaching materials **Library:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	3%
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 **Form of Assessment** : Participatory Activities, Tests	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50	**Material:** use of sources **Library:** *Musfiqon, HM. 2012. Development of Media & Learning Resources. Jakarta: PT. Pustakaraya Achievement.*	3%

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 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50	**Material:** procedures **References:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	3%
8	UTS	assessment rubric	**Criteria:** test of understanding the preparation of teaching materials **Form of Assessment** : Test	Midterm Exam (UTS) 2 X 50	Midterm Exam (UTS)	**Material:** concept to preparation of teaching materials **Library:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	20%
9	Implementing stages/steps in developing teaching materials systematically (drafting)	- Design the development of printed/non-printed teaching materials to be used in Office Administration 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 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50	**Material:** draft preparation of teaching materials **Reference:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	4%
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) **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50	**Material:** draft preparation of teaching materials **Reference:** *Musfiqon, HM. 2012. Development of Media & Learning Resources. Jakarta: PT. Pustakaraya Achievement.*	4%
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 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		**Material:** editing, preparation of teaching materials, **bibliography:** *Musfiqon, HM. 2012. Development of Media & Learning Resources. Jakarta: PT. Pustakaraya Achievement.*	6%
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 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		**Material:** editing, preparation of teaching materials, **bibliography:** *Musfiqon, HM. 2012. Development of Media & Learning Resources. Jakarta: PT. Pustakaraya Achievement.*	4%

No	Sub-PO / Material	Indicators	Assessment Criteria & Form	Learning Method (TM)	Learning Method (PT)	Material / Reference	Weight
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 **Form of Assessment** : Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		**Material:** revision of the preparation of teaching materials **Reference:** *Musfiqon, HM. 2012. Development of Media & Learning Resources. Jakarta: PT. Pustakaraya Achievement.*	3%
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 **Form of Assessment** : Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50	**Material:** revision of the preparation of teaching materials **Reference:** *Musfiqon, HM. 2012. Development of Media & Learning Resources. Jakarta: PT. Pustakaraya Achievement.*	4%
15	Summarizing all stages of developing teaching materials (print/non-print)	Implementing the stages of developing teaching materials systematically (publishing)	**Criteria:** presentation assessment rubric **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, reflection 2 X 50	Presentation, reflection 2 X 50	**Material:** preparation of teaching materials **Reference:** *Musfiqon, HM. 2012. Development of Media & Learning Resources. Jakarta: PT. Pustakaraya Achievement.*	4%
16	Final Semester Examination (UAS)	assessment rubric	**Criteria:** Final Semester Examination (UAS) **Form of Assessment** : Test	Final Semester Examination (UAS)	Final Semester Examination (UAS)	**Material:** preparation of teaching materials **Reference:** *Musfiqon, HM. 2012. Development of Media & Learning Resources. Jakarta: PT. Pustakaraya Achievement.*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	26.83%
2.	Project Results Assessment / Product Assessment	17.33%
3.	Portfolio Assessment	2.83%
4.	Practice / Performance	1.5%
5.	Test	51.5%
		99.99%

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.