



Universitas Negeri Surabaya
Faculty of Education,
Educational Technology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

| | | | | | | | |
|--|---|----------------------|-----------------------------------|--|--------------------------|--|------------------------------|
| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
| Learning System Development | 8620304093 | | T=4 | P=0 | ECTS=6.36 | 4 | July 18, 2024 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | | | | | | Dr. Utari Dewi, S.Sn., M.Pd. | |
| Learning model | Case Studies | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | |
| | Program Objectives (PO) | | | | | | |
| | PLO-PO Matrix | | | | | | |
| | | P.O | | | | | |
| Short Course Description | Examining the concept of Learning System Development and Learning System Design, various models of Learning System Development, application of the PSP concept in preparing Syllabus and Learning Planning (RPP) at the level of certain educational units both at school and non-school/training | | | | | | |
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| References | Main : | | | | | | |
| | <ol style="list-style-type: none"> 1. Suparman,Atwi.2012.Desain Instruksional Modern. Jakarta:Gelora Aksara Pratama 2. Sanjaya,Wina.M.Pd.Dr.2009. Perencanaan dan Desain Pembelajaran .Jakarta: Kencana Pranada Media Group 3. Mulyasa,E.,M.Pd.Dr.2006. Kurikulum Tingkat Satuan Pendidikan . Bandung:Remaja Rosdakarya 4. Nasar.2006. Merancang Pembelajaran Aktif dan Kontekstual Berdasarkan "SISKO". Jakarta:Dramedia Widiasarana Indonesia 5. Uno B.Hamzah,M.Pd.Dr.2009. Perencanaan Pembelajaran . Jakarta: Bumi Aksara 6. Mukhtar.M.Pd,Prof.Dr.,Iskandar,M.Pd.Dr.2010. Desain Pembelajaran Berbasis Teknologi Informasi dan Komunika s i. Jakarta: Gaung Persada Press 7. Munthe,Bermawy,MA.,Dr.2009. Desain Pembelajaran .Yogyakarta: Pustaka Insan Madani | | | | | | |
| | Supporters: | | | | | | |
| Supporting lecturer | SOEPRAJITNO | | | | | | |
| | Dr. H. Lamijan Hadi Susarno, M.Pd. Dr. Fajar Arianto, 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) |

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|----|---|---|--|---|--|--|----|
| 1 | Understand the nature of PSP and DSP | Explain the meaning of PSP and DSP. Distinguish the characteristics of PSP and DSP | Criteria: conformity with theoretical studies | lecture and question and answer 4 X 50 | | | 0% |
| 2 | Understand the nature of PSP and DSP | Explain the meaning of PSP and DSP. Distinguish the characteristics of PSP and DSP | Criteria: conformity with theoretical studies | lecture and question and answer 4 X 50 | | | 0% |
| 3 | Understand the nature of PSP and DSP | Explain the meaning of PSP and DSP. Distinguish the characteristics of PSP and DSP | Criteria: conformity with theoretical studies | lecture and question and answer 4 X 50 | | | 0% |
| 4 | Examining various PSP Models | Explain the meaning and characteristics of the Model Identify the 3 main points in the Model Identify and explain the steps for each Model Identify the strengths and weaknesses of each | Criteria: depth of discussion | Discussion question and answer 4 X 50 | | | 0% |
| 5 | | | | | | | 0% |
| 6 | | | | | | | 0% |
| 7 | | | | | | | 0% |
| 8 | | | | | | | 0% |
| 9 | | | | | | | 0% |
| 10 | Examining various PSP Models | Explain the meaning and characteristics of the Model Identify the 3 main points in the Model Identify and explain the steps for each Model Identify the strengths and weaknesses of each | Criteria: depth of discussion | Discussion question and answer 4 X 50 | | | 0% |
| 11 | Implement PSP steps in the form of a complete and systematic design | Complete and systematic PSP design | Criteria: conformity with the order and principles | Assignment 4 X 50 | | | 0% |
| 12 | Implement PSP steps in the form of a complete and systematic design | Complete and systematic PSP design | Criteria: conformity with the order and principles | Assignment 4 X 50 | | | 0% |
| 13 | Implement PSP steps in the form of a complete and systematic design | Complete and systematic PSP design | Criteria: conformity with the order and principles | Assignment 4 X 50 | | | 0% |

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|----|---|------------------------------------|--|----------------------|--|--|----|
| 14 | Implement PSP steps in the form of a complete and systematic design | Complete and systematic PSP design | Criteria: conformity with the order and principles | Assignment 4 X 50 | | | 0% |
| 15 | Implement PSP steps in the form of a complete and systematic design | Complete and systematic PSP design | Criteria: conformity with the order and principles | Assignment 4 X 50 | | | 0% |
| 16 | Implement PSP steps in the form of a complete and systematic design | Complete and systematic PSP design | Criteria: conformity with the order and principles | Assignment 4 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.