



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																																																																																																																															
Development of Media Models and Realia	8620302184	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	May 3, 2023																																																																																																																															
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																																																
	Dr. Utari Dewi, S.Sn.M.Pd, Khusnul Khotimah, S.Pd, M.Pd		Dr. Andi Mariono, M.Pd			Dr. Utari Dewi, S.Sn., M.Pd.																																																																																																																																
Learning model	Project Based Learning																																																																																																																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																																					
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																																																																																																				
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Short Course Description	Theoretical understanding accompanied by practice regarding the development of model and realia media, namely: by examining the meaning, types, characteristics and principles of model and realia development in learning/education through scientific learning methods																																																																																																																																					
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	<ol style="list-style-type: none"> 1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media 																																																																																																																																					
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1. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa.

Supporting lecturer		Khusnul Khotimah, S.Pd., M.Pd. Dr. Utari Dewi, S.Sn., 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	Able to analyze model and realia media and their types as learning media	1.Explain the definitions of media models and realia 2.Explain the types of model and realia media	Criteria: Individual students write papers in which they discuss the definition, types, nature and benefits of model and realia media to facilitate education/learning Form of Assessment : Participatory Activities	Lectures, discussions and questions and answers, 2 X 50 assignments		Material: educational media Literature: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i> Material: rational and types of realia media References: <i>Smallldino, E Sharon. 2011. Instructional Technolgy & Media For Learning. Jakarta: Kencana Prenada Media</i> Material: Three-Dimensional Media Development Handout Reader: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i>	3%
2	Able to analyze the characteristics of solid models, cross-sectional models, stacking models, working models, mock ups, dioramas	1.Able to identify the characteristics of solid models 2.Able to identify the characteristics of cross-sectional models 3.Able to identify the characteristics of stacking models 4.Able to identify the characteristics of the work model 5.Able to identify the characteristics of mockup models 6.Able to identify the characteristics of diorama models	Criteria: Individual students write papers in which they discuss the definition, types, nature and benefits of modeling media to facilitate education/learning Form of Assessment : Participatory Activities	Lectures, discussions and questions and answers, 2 X 50 assignments		Material: types of models Reader: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i> Material: realia model types Reference: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i> Material: Instructional Technology and Media for Learning Reader: <i>Smallldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i>	3%

3	Able to analyze the characteristics of solid models, cross-sectional models, stacking models, working models, mock ups, dioramas	<ol style="list-style-type: none"> 1. Able to identify the characteristics of solid models 2. Able to identify the characteristics of cross-sectional models 3. Able to identify the characteristics of stacking models 4. Able to identify the characteristics of the work model 5. Able to identify the characteristics of mockup models 6. Able to identify the characteristics of diorama models 	<p>Criteria: Individual students write papers in which they discuss the definition, types, nature and benefits of modeling media to facilitate education/learning</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers, 2 X 50 assignments		<p>Material: types of models Reader: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i></p> <hr/> <p>Material: realia model types Reference: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning Reader: <i>Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i></p>	3%
4	Able to analyze the characteristics of solid models, cross-sectional models, stacking models, working models, mock ups, dioramas	<ol style="list-style-type: none"> 1. Able to identify the characteristics of solid models 2. Able to identify the characteristics of cross-sectional models 3. Able to identify the characteristics of stacking models 4. Able to identify the characteristics of the work model 5. Able to identify the characteristics of mockup models 6. Able to identify the characteristics of diorama models 	<p>Criteria: Individual students write papers in which they discuss the definition, types, nature and benefits of modeling media to facilitate education/learning</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers, 2 X 50 assignments		<p>Material: types of models Reader: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i></p> <hr/> <p>Material: realia model types Reference: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning Reader: <i>Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i></p>	3%

5	Able to identify model and realia media needs	Able to identify learning problems at certain educational levels with model and realia media solutions	<p>Criteria: Students individually identify model and realia media needs</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers, 2 X 50 assignments		<p>Material: Educational Media, Definition, Development and Use</p> <p>Library: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i></p> <hr/> <p>Material: Three-Dimensional Media Development Handout</p> <p>Reader: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning</p> <p>Reader: <i>Smallidino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i></p>	3%
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8	Midterm Exam (UTS)	Able to produce model media	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning 2 X 50		<p>Material: Model media</p> <p>Reader: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p>	20%

9	Able to design model and realia media designs	<p>1. Able to develop program identification with the following steps:</p> <p>2.1. Identify needs and analyze target characteristics</p> <p>3.2. determine the type of model, formulate program objectives</p> <p>4.3. determine the main points of the material.</p>	<p>Criteria: Students in groups carry out needs analysis through RPPH analysis activities for PAUD level and RPP for elementary schools grades 1-3 to carry out needs analysis as a basis for developing model media</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: Educational Media, Definition, Development and Use</p> <p>Library: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i></p> <hr/> <p>Material: Three-Dimensional Media Development Handout Reader: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning Reader: <i>Smaldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i></p>	5%
10	Able to design model and realia media designs	<p>1. Able to develop program identification with the following steps:</p> <p>2.1. Identify needs and analyze target characteristics</p> <p>3.2. determine the type of model, formulate program objectives</p> <p>4.3. determine the main points of the material.</p>	<p>Criteria: Students in groups carry out needs analysis through RPPH analysis activities for PAUD level and RPP for elementary schools grades 1-3 to carry out needs analysis as a basis for developing model media</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: Educational Media, Definition, Development and Use</p> <p>Library: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i></p> <hr/> <p>Material: Three-Dimensional Media Development Handout Reader: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning Reader: <i>Smaldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i></p>	5%

11	Able to design model and realia media designs	<p>1. Able to develop program identification with the following steps:</p> <p>2.1. Identify needs and analyze target characteristics</p> <p>3.2. determine the type of model, formulate program objectives</p> <p>4.3. determine the main points of the material.</p>	<p>Criteria: Students in groups carry out needs analysis through RPPH analysis activities for PAUD level and RPP for elementary schools grades 1-3 to carry out needs analysis as a basis for developing model media</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: Educational Media, Definition, Development and Use</p> <p>Library: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i></p> <hr/> <p>Material: Three-Dimensional Media Development Handout</p> <p>Reader: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning</p> <p>Reader: <i>Smaldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i></p>	5%
12	Able to develop model and realia media in accordance with the rules of learning/educational media	Able to produce model and realia media based on the results of needs analysis with details: 1. Working drawings; 2. Product model; 3. Accompanying materials	<p>Criteria: Students in groups produce model media according to needs analysis including working drawings, model products and accompanying materials</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: Educational Media, Definition, Development and Use</p> <p>Library: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i></p> <hr/> <p>Material: Three-Dimensional Media Development Handout</p> <p>Reader: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning</p> <p>Reader: <i>Smaldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i></p>	5%

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14	Able to develop model and realia media in accordance with the rules of learning/educational media	Able to produce model and realia media based on the results of needs analysis with details: 1. Working drawings; 2. Product model; 3. Accompanying materials	<p>Criteria: Students in groups produce model media according to needs analysis including working drawings, model products and accompanying materials</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: Educational Media, Definition, Development and Use</p> <p>Library: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i></p> <hr/> <p>Material: Three-Dimensional Media Development Handout Reader: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning Reader: <i>Smallino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i></p>	5%

15	Able to develop model and realia media in accordance with the rules of learning/educational media	Able to produce model and realia media based on the results of needs analysis with details: 1. Working drawings; 2. Product model; 3. Accompanying materials	<p>Criteria: Students in groups produce model media according to needs analysis including working drawings, model products and accompanying materials</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: Educational Media, Definition, Development and Use</p> <p>Library: <i>Sadiman, Arief. 2014. Educational Media, Definition, Development and Use. Jakarta: Rajawali Press</i></p> <p>Material: Three-Dimensional Media Development Handout</p> <p>Reader: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p> <p>Material: Instructional Technology and Media for Learning</p> <p>Reader: <i>Smaldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media</i></p>	5%
16	UAS	Individual Assessment	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning 2 X 50		<p>Material: model and realia media in accordance with the rules of learning/education media</p> <p>Library: <i>Utari Dewi. 2013. Hand out on Three-Dimensional Media Development. Unesa Educational Technology.</i></p>	24%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	21%
2.	Project Results Assessment / Product Assessment	57%
3.	Practice / Performance	22%
		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.