



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 PRINTED TEACHING MATERIALS	8620302206	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	April 15, 2022																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Dr. Atan Pramana, M.Pd.		Khusnul Khotimah, S.Pd., 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-6	Able to design, implement, evaluate learning in visual communication design, animation, broadcasting and informatics																																																																																																									
	PLO-8	Able to apply scientific methods and reflective thinking to solve problems and make decisions in the field of educational technology																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Able to have a responsible attitude and work together in planning and producing printed teaching materials in accordance with certain development models as an Education Technology developer and Education/Training Analyst																																																																																																									
	PO - 2	Able to master the basic orientation of developing learning teaching materials and identifying learning media development models in producing learning resources in learning as an Education Technology developer and Education/Training Analyst																																																																																																									
	PO - 3	Able to master various basic concepts of learning media development models through collaborative learning as well as Mastering the concepts and principles of developing learning resources in learning both in print and digital form as an Education Technology developer and Education/Training Analyst																																																																																																									
	PO - 4	Able to master the material/content analysis process in selecting teaching materials that are adapted to current conditions as well as Identifying the procedural stages of developing learning resources, especially printed and digital teaching materials as an Education Technology Developer and Education/Training Analyst																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-6</th> <th style="width: 15%;">PLO-8</th> <th colspan="8"></th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td colspan="8"></td></tr> <tr><td>PO-2</td><td></td><td></td><td colspan="8"></td></tr> <tr><td>PO-3</td><td></td><td></td><td colspan="8"></td></tr> <tr><td>PO-4</td><td></td><td></td><td colspan="8"></td></tr> </tbody> </table>						P.O	PLO-6	PLO-8									PO-1											PO-2											PO-3											PO-4																																																							
P.O	PLO-6	PLO-8																																																																																																									
PO-1																																																																																																											
PO-2																																																																																																											
PO-3																																																																																																											
PO-4																																																																																																											
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																											
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="width: 15%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>						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																
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	This course discusses the development of printed teaching materials based on the learning media development model through collaborative learning. Courses designed to help students develop abilities in developing teaching materials, especially in print or digital form. This course will provide knowledge and skills about various matters related to teaching materials.																																																																																																										
References	Main :																																																																																																										

<ol style="list-style-type: none"> 1. Mustaji. 2013. Media Pembelajaran . Surabaya: Unipress Unesa 2. Newby, Timothy J., Donald A. Stepich, James D. Lehman, James D. Russell, Anne Ottenbreit-Leftwich. 2009. Educational Technology for teaching and Learning . Ed. ke-4. Pearson; Boston 3. Dewi, Utari, dkk. 2020. Handout Pengembangan Bahan Ajar Cetak. Surabaya: Teknologi Pendidikan FIP Unesa 4. Kristanto, Andi. 2020. Media Pembelajaran cetakan ke 3. Surabaya: Bintang Surabaya 5. Andi Prastowo. 2014. Panduan Kreatif Membuat Bahan Ajar Inovatif. Yogyakarta: Diva Press 							
Supporters:							
<ol style="list-style-type: none"> 1. B.R. Hergenhahn dan Matthew H. Olson, 2008, Theories of Learning, Jakarta: PT Kencana 2. Sharon E. Smaldino dkk., 2011, Instructional Technology & Media for Learning, Jakarta: Pranadamedia Grup 3. Miller, C. H., Massey, Z. B., & Ma, H. 2020. Psychological reactance and persuasive message design. The Handbook of Applied Communication Research , 457-483 							
Supporting lecturer		Khusnul Khotimah, S.Pd., M.Pd. Dr. Atan Pramana, M.Pd. Hiranda Dimas Pradana, 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	Understand the context of printed teaching materials in an Educational Technology setting	<ol style="list-style-type: none"> 1.Explains the concept of Independent Learning in general 2.Analyzing the Relationship between the Independent Learning Context and the Educational Technology Perspective according to the TP AECT Domain 	<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 : Practice / Performance</p>	Problem-based learning 2 X 50	- -	Material: Educational Technology settings Library: BR Hergenhahn and Matthew H. Olson, 2008, Theories of Learning, Jakarta: PT Kencana	10%
2	Formulate the meaning of independent learning and analyze learning strategies that can trigger the independent learning process	<ol style="list-style-type: none"> 1.Describes the background to the emergence of independent learning from various accurate and renewable sources 2.Identify the differences between independent and classical learning carefully and objectively 	<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 : Project Results Assessment / Product Assessment</p>	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2x50	- -	Material: learning strategies that can trigger an independent learning process Reference: Sharon E. Smaldino et al., 2011, Instructional Technology & Media for Learning, Jakarta: Pranadamedia Grup	13%
3	Characterizing the characteristics of learners in independent learning strategies	<ol style="list-style-type: none"> 1.Identifying student characteristics in the independent learning process 2.Develop learning strategies based on learner characteristics in independent learning 	<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 : Participatory Activities</p>	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	Material: learner characteristics in independent learning strategies Reference: BR Hergenhahn and Matthew H. Olson, 2008, Theories of Learning, Jakarta: PT Kencana	2%

4	Analyzing the contribution of learning theory research results to independent learning	1. Identify psychological research processes and procedures related to independent learning 2. Analyze recommendations from psychological research results for independent learning	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) Form of Assessment : Participatory Activities	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	Material: learning theory towards independent learning Reader: <i>Mustaji. 2013. Learning Media. Surabaya: Unipress Unesa</i>	2%
5	Analyzing the use of learning theory research results for independent learning	1. Identifying the implementation of psychological research results for the application of independent learning 2. Solve independent learning problems creatively and innovatively with the principles of Pavlov, Thorndike and Watson theory	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) Form of Assessment : Participatory Activities	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	Material: learning theory towards independent learning Reader: <i>Mustaji. 2013. Learning Media. Surabaya: Unipress Unesa</i>	2%
6	Describe the characteristics of learning using modules	Designing patterns and procedures for developing independent learning materials through various approaches	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) Form of Assessment : Participatory Activities	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	Material: characteristics of learning using the library module: <i>Dewi, Utari, et al. 2020. Handout for Developing Printed Teaching Materials. Surabaya: Unesa FIP Educational Technology</i>	2%
7	Students are able to understand posters as printed teaching materials	Utilization of learning theory research results for independent learning	Criteria: 1. Highest score 2. 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) Form of Assessment : Participatory Activities	Project Based Learning 2 X 50	- -	Material: Utilization of learning theory research results for independent learning References: <i>Dewi, Utari, et al. 2020. Handout for Developing Printed Teaching Materials. Surabaya: Unesa FIP Educational Technology</i>	2%
8	Developing learning resources as a form of media for independent learning	Identify various media for implementing independent learning	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) Form of Assessment : Project Results Assessment / Product Assessment	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	Material: media for independent learning Reader: <i>Andi Prastowo. 2014. Creative Guide to Creating Innovative Teaching Materials. Yogyakarta: Diva Press</i>	15%

9	Identify the elements required by the module	Compile the elements needed to develop learning modules	<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 : Project Results Assessment / Product Assessment</p>	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	<p>Material: elements required by the module Reader: <i>Andi Prastowo. 2014. Creative Guide to Creating Innovative Teaching Materials. Yogyakarta: Diva Press</i></p>	15%
10	Developing motivational elements in independent learning	Identifying motivational elements in Independent Learning	<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 : Participatory Activities</p>	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	<p>Material: motivation in independent learning References: <i>Newby, Timothy J., Donald A. Stepich, James D. Lehman, James D. Russell, Anne Ottenbreit-Leftwich. 2009. Educational Technology for teaching and Learning. Ed. to 4. Pearson; Boston</i></p>	2%
11	Analyze the differences between independent and non-independent learning materials	<p>1. Identify the characteristics of independent and non-independent learning materials</p> <p>2. Compare objectively the characteristics of independent and non-independent learning materials</p>	<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 : Participatory Activities</p>	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	<p>Material: differences between independent and non-independent learning materials Reader: <i>Kristanto, Andi. 2020. 3rd printed Learning Media. Surabaya: Bintang Surabaya</i></p>	2%
12	Describes the procedures for content analysis of independent study materials	<p>1. Identify types of content analysis for independent study materials</p> <p>2. Creatively compiling content analysis for independent learning materials</p>	<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 : Participatory Activities</p>	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	<p>Material: content analysis procedures for independent learning materials Reader: <i>Andi Prastowo. 2014. Creative Guide to Creating Innovative Teaching Materials. Yogyakarta: Diva Press</i></p>	2%

13	Associate the concept of evaluating independent learning materials	1. Identify several techniques for evaluating independent learning materials 2. Developing independent learning material evaluation instruments in an innovative manner	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) Form of Assessment : Participatory Activities	Project Based Learning, lectures, discussions, assignments and questions and answers 2 X 50	- -	Material: concept of evaluating independent learning materials References: <i>Dewi, Utari, et al. 2020. Handout for Developing Printed Teaching Based Materials. Surabaya: Unesa FIP Educational Technology</i>	2%
14	Describe the components of message design in independent learning materials	1. Identify message design components in independent learning materials 2. Analyzing message design components in independent learning materials	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) Form of Assessment : Participatory Activities	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	Material: message design components in independent learning materials Reader: <i>Mustaji. 2013. Learning Media. Surabaya: Unipress Unesa</i>	2%
15	Evaluate the development process of the independent teaching materials being developed	Students are able to carry out ISBN Textbook Development projects	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) Form of Assessment : Participatory Activities	Problem Based Learning, lectures, discussions, assignments, and questions and answers 2 X 50	- -	Material: independent teaching materials developed by Reader: <i>Kristanto, Andi. 2020. 3rd printed Learning Media. Surabaya: Bintang Surabaya</i>	2%
16	Final exams	Associate the concept of evaluating independent learning materials	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) Form of Assessment : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50	- -	Material: Associate the concept of evaluating independent learning materials. Reference: <i>Kristanto, Andi. 2020. 3rd printed Learning Media. Surabaya: Bintang Surabaya</i>	25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22%
2.	Project Results Assessment / Product Assessment	68%
3.	Practice / Performance	10%
		100%

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.

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.