



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 DESIGN	8620304214	Compulsory Study Program Subjects	T=4 P=0 ECTS=6.36	5	May 5, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																									
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																								
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																								
	PLO-5	Able to master the theoretical concepts of design, development, utilization, management and evaluation in the fields of curriculum and educational technology																																								
	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	Analysis of various basic concepts of learning system design																																								
	PO - 2	Curriculum analysis at educational level units																																								
	PO - 3	Analysis and identification of learning system models																																								
	PO - 4	steps in developing learning system design																																								
	PO - 5	practice of preparing models for developing learning system designs, both in the form of syllabi and lesson plans																																								
	PLO-PO Matrix																																									
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-1</th> <th>PLO-2</th> <th>PLO-5</th> <th>PLO-6</th> <th>PLO-8</th> </tr> </thead> <tbody> <tr> <td>PO-1</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> </tr> <tr> <td>PO-3</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> </tr> <tr> <td>PO-5</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>					P.O	PLO-1	PLO-2	PLO-5	PLO-6	PLO-8	PO-1	✓		✓			PO-2	✓	✓			✓	PO-3	✓	✓			✓	PO-4	✓	✓	✓		✓	PO-5	✓	✓		✓	✓
	P.O	PLO-1	PLO-2	PLO-5	PLO-6	PLO-8																																				
PO-1	✓		✓																																							
PO-2	✓	✓			✓																																					
PO-3	✓	✓			✓																																					
PO-4	✓	✓	✓		✓																																					
PO-5	✓	✓		✓	✓																																					

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																
PO-4						✓				✓						
PO-5				✓				✓			✓	✓	✓	✓	✓	✓

Short Course Description	Examining various basic concepts of learning system design, learning system models, and steps for developing learning system designs as well as the practice of preparing models for developing learning system designs both in the form of syllabi and lesson plans as the implementation of an independent curriculum at certain educational unit levels (school and outside school/training) through project based learning.
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References	Main :
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1. Abbie H. Brown; Timothy D. Green. 2010. The Essentials of Instructional Design. Oxon: Pearson
2. Atwi Suparman. 2012. Desain Instruksional Modern: Panduan Para Pengajar & Inovator Pendidikan. Jakarta: Erlangga.
3. Dick, W., Carey, L., & Carey, J. O. (2015). The Systematic Design of Instruction. New York: Pearson.
4. Lamijan Hadi Susarno. 2016. Desain Sistem Pembelajaran. Surabaya: CV.Bintang..
5. Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. Designing Efective Instruction. Third Edition. New York: John Wiley & Sons, Inc.
6. Slavin, R. E. (2018). Educational Psychology : theory and practice . New York: Pearson.

Supporters:

1. Abdul Majid. 2006 Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru. Bandung: PT Remaja Roesdakarya.
2. asnur Muslich. 2008. KTSP: Dasar Pemahaman Dan Pengembangan Pedoman Bagi Pengelola Lembaga Pendidikan, Pengawas Sekolah, Kepala Sekolah, Komite Sekolah, Dewan Sekolah, dan Guru. Jakarta: Bumi Aksara.

Supporting lecturer
 Prof. Dr. Mustaji, M.Pd.
 Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D.
 Dr. Utari Dewi, S.Sn., M.Pd.
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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	1.Learning Contract 2.Students are able to describe the theoretical basis of learning design	1.Explain the theoretical basis of developing learning design · 2.Explain instructional design/development models 3.Describe general systems theory influencing learning design	Criteria: 1.Accuracy in explaining the theoretical basis of learning design develops · 2.Accuracy clarifies instructional design/development models 3.The accuracy of describing general systems theory influences learning design Form of Assessment : Test	Class Discussion 2 X 50	Independent study 2 x 50	Material: learning design theory Bibliography: <i>Abbie H. Brown;</i> <i>Timothy D. Green. 2010. The Essentials of Instructional Design. Oxon: Pearson</i> Material: Learning and learning theory and system theory Reader: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i>	2%
2	Students are able to implement an understanding of the thinking and learning process in developing learning designs	1.· Able to explain the concept of how people think 2.· Able to clarify the point of view that learning designers have regarding thinking and thinking processes 3.· describe the importance for instructional designers to understand how people learn 4.· Explain the types of learning	Criteria: 1.Accuracy explains the concept of how people think 2.Accuracy clarifies the point of view that instructional designers have regarding thinking and thought processes 3.Accuracy describes the importance for instructional designers to understand how people learn 4.Accuracy in explaining types of learning Form of Assessment : Test	Group Discussion 2 X 50	Independent Learning 2 x 50	Material: Learning design Reader: <i>Abbie H. Brown;</i> <i>Timothy D. Green. 2010. The Essentials of Instructional Design. Oxon: Pearson</i> Material: learning design Reference: <i>Lamijan Hadi Susarno. 2016. Learning System Design. Surabaya: CV.Bintang..</i>	2%

3	Students are able to clarify the principles, processes and practices of needs analysis, in determining the types of changes that must be made	<ol style="list-style-type: none"> 1. Able to explain needs analysis in learning design 2. Able to determine expert recommendations in needs analysis 3. Be able to determine what steps an instructional designer must follow to conduct a successful needs analysis 4. Able to determine the final results of needs analysis 5. Able to determine an evaluation of the effectiveness of needs analysis 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The accuracy of explaining needs analysis in learning design 2. The accuracy of determining expert high recommendations in needs analysis 3. Accuracy determines what steps an instructional designer must follow to conduct a successful needs analysis 4. Accuracy determines the final results of the needs analysis 5. Accuracy determines the evaluation of the effectiveness of the needs analysis <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Class Discussion 2 X 50	Independent study 2 x 50	<p>Material: Needs analysis</p> <p>References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p> <hr/> <p>Material: Needs Analysis</p> <p>Library: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i></p>	5%
4	Students are able to prepare task analyzes as a basis for developing learning	<ol style="list-style-type: none"> 1. Be able to determine what important information is gathered as a result of conducting a task analysis 2. Students are able to determine recommendations in determining task analysis 3. Students are able to determine task analysis 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy determines what important information is gathered as a result of performing a task analysis 2. The accuracy of determining recommendations in determining task analysis 3. Accuracy determines task analysis <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Group Discussion 2 X 50	<p>Material: learning analysis</p> <p>References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p> <hr/> <p>Material: task analysis</p> <p>Reader: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i></p>	5%

5	Students are able to explain student analysis as a basis for preparing learning objectives	<ol style="list-style-type: none"> 1. Able to determine student characteristics as a basis for learning design. 2. Able to identify and process student data 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy in determining student characteristics 2. Accuracy of identifying learning context <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Class Discussion 2 X 50	Independent study 2 X 50	<p>Material: student analysis</p> <p>References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p> <hr/> <p>Material: student analysis</p> <p>Reader: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i></p> <hr/> <p>Material: Learning context analysis</p> <p>References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p>	5%
6	Students are able to develop learning objectives related to learning activities in designing learning	<ol style="list-style-type: none"> 1. Able to differentiate between general objectives and learning objectives 2. Able to prepare learning objectives 	<p>Criteria: conformity with the ABCD concept</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project based learning 2 X 50	independent study 2 X 50	<p>Material: formulation of learning objectives</p> <p>References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p> <hr/> <p>Material: Formulation of learning objectives</p> <p>Reader: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i></p>	9%

7	Students are able to apply the principles, processes and practices of organizing learning, to determine the scope and sequence of activities that students will carry out.	<ol style="list-style-type: none"> 1. Able to organize learning materials and activities in designing learning 2. Students are able to identify related curriculum in developing learning design 3. Able to determine what is meant by learning events and learning experiences 4. Able to determine methods in learning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy in organizing learning materials and activities in designing learning 2. Accuracy of identifying related curriculum in developing learning design 3. determine what is meant by learning events and learning experiences 4. determine methods in learning <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Class Discussion 2 X 50	Independent Study 2 X 50	<p>Material: learning organization References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p> <hr/> <p>Material: learning activity design Reader: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i></p>	5%
8	UTS	UTS	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The accuracy of the results of the needs analysis formulation and learning analysis 2. Accuracy of the results of student analysis formulations and learning contexts <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	group presentation of the results of the 4 X 50 project		<p>Material: Learning system design References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p>	15%
9	Students are able to identify various learning environments and learning activities that can be incorporated into instructional design	<ol style="list-style-type: none"> 1. Able to identify the learning environment 2. Able to determine learning activities 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of identifying the learning environment 2. Accuracy in determining learning activities 3. Accuracy determines appropriate and effective learning activities <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Class Discussion 2 X 50	Independent study 2 X 50	<p>Material: learning environment organization References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p> <hr/> <p>Material: organization of learning activities Reader: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i></p>	5%

10	determine the principles, processes, and practices of evaluating student achievement.	<ol style="list-style-type: none"> 1. Able to differentiate between evaluation and assessment 2. Able to describe the role of evaluation in the learning design process 3. Able to develop learning evaluation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The accuracy of differentiating between evaluation and assessment 2. Accuracy of describing the role of evaluation in the learning design process 3. Accuracy of developing learning evaluations <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Class Discussion 2 X 50	Independent Study 2 X 50	<p>Material: learning evaluation Reader: Atwi Suparman. 2012. <i>Modern Instructional Design: A Guide for Teachers & Educational Innovators</i>. Jakarta: Erlangga.</p> <hr/> <p>Material: Learning assessment instruments References: Dick, W., Carey, L., & Carey, JO (2015). <i>The Systematic Design of Instruction</i>. New York: Pearson.</p>	2%
11	Students develop and determine learning evaluations based on evaluation principles	<ol style="list-style-type: none"> 1. Able to determine the difference between formative and summative evaluation 2. Able to determine the success of formative evaluation and summative evaluation 3. Able to determine effective and efficient evaluation in learning design 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy determines the difference between formative and summative evaluation 2. Accuracy determines the success of formative evaluation and summative evaluation <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 project based learning	Group Discussion 2 X 50	<p>Material: learning evaluation is based on evaluation principles. Reader: Atwi Suparman. 2012. <i>Modern Instructional Design: A Guide for Teachers & Educational Innovators</i>. Jakarta: Erlangga.</p> <hr/> <p>Material: Learning assessment References: Dick, W., Carey, L., & Carey, JO (2015). <i>The Systematic Design of Instruction</i>. New York: Pearson.</p>	5%
12	Students develop and determine learning evaluations based on evaluation principles	<ol style="list-style-type: none"> 1. Able to determine the difference between formative and summative evaluation 2. Able to determine the success of formative evaluation and summative evaluation 3. Able to determine effective and efficient evaluation in learning design 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy determines the difference between formative and summative evaluation 2. Accuracy determines the success of formative evaluation and summative evaluation <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 project based learning	Group Discussion 2 X 50	<p>Material: learning evaluation is based on evaluation principles. Reader: Atwi Suparman. 2012. <i>Modern Instructional Design: A Guide for Teachers & Educational Innovators</i>. Jakarta: Erlangga.</p> <hr/> <p>Material: Learning assessment References: Dick, W., Carey, L., & Carey, JO (2015). <i>The Systematic Design of Instruction</i>. New York: Pearson.</p>	5%

13	Students are able to produce learning media that is in accordance with principles, learning strategies and objectives	<ol style="list-style-type: none"> 1. Able to identify types of learning media 2. Able to determine the right media based on learning objectives 3. Able to produce learning media that is in accordance with learning objectives in learning design 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of identifying types of learning media 2. The accuracy of determining the right media is based on learning objectives 3. Accuracy in producing learning media that suits learning objectives in learning design <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 project based learning	Group Discussion 2 X 50	<p>Material: Learning materials and media</p> <p>References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p> <hr/> <p>Material: Learning materials and media</p> <p>Reader: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i></p>	5%
14	Students are able to produce learning media that is in accordance with principles, learning strategies and objectives	<ol style="list-style-type: none"> 1. Able to identify types of learning media 2. Able to determine the right media based on learning objectives 3. Able to produce learning media that is in accordance with learning objectives in learning design 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of identifying types of learning media 2. The accuracy of determining the right media is based on learning objectives 3. Accuracy in producing learning media that suits learning objectives in learning design <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 project based learning	Group Discussion 2 X 50	<p>Material: Learning materials and media</p> <p>References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p> <hr/> <p>Material: Learning materials and media</p> <p>Reader: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i></p>	5%
15	Students are able to produce effective and efficient learning designs	<ul style="list-style-type: none"> · Able to prepare learning designs based on the stages of the development model · Able to determine learning objectives · Able to determine learning evaluation · Able to determine the right strategy/method · Able to determine appropriate evaluation 	<p>Criteria: accuracy and suitability of model stages</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 project based learning	Group Discussion 2 X 50	<p>Material: Dick and Carey learning system design model</p> <p>Reader: <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers & Educational Innovators. Jakarta: Erlangga.</i></p> <hr/> <p>Material: Dick and Carey learning system design</p> <p>References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i></p>	5%

16	Final exams	Individual students create learning plans	Criteria: project presentation Form of Assessment : Project Results Assessment / Product Assessment	presentation of project results reports		Material: Learning system design References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i> Material: Dick and Carey Learning System Design Model References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. New York: Pearson.</i>	20%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	6%
2.	Project Results Assessment / Product Assessment	85.5%
3.	Portfolio Assessment	4.5%
4.	Test	4%
		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.
- 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.