	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
Media Research and Development	8620304219		T=4	P=0	ECTS=6.36	5	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
	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

Short Course Description	This course discusses planning, implementing and evaluating media research and development through scientific learning. Lectures are carried out using blended learning. The assessment is carried out by means of question and answer and in writing.

References	**Main :**

1. Arifin, Zainal. 2011. Penelitian pengembangan. Bandung: Remaja Rosdakarya
2. Mustaji, dkk. 2020. Handout Penelitian dan Pengembangan Media. Surabaya: Teknologi Pendidikan FIP Unesa
3. Putra, Nusa. 2011. Research and development Penelitian dan pengembangan: suatu pengantar. Jakarta: Rajagrafindo Persada
4. Rusijono, dkk. 2010. Penelitian Teknologi Pembelajaran. Surabaya: Unesa University Press
5. Setyosari, Punaji. 2010. Metode Penelitian Pendidikan dan Pengembangan. Jakarta: Kencana Prenada Media Group
6. Sukmadinata, Nana Syaodih. 2012. Metode Penelitian Pendidikan . Bandung: Remaja Rosdakarya
7. Sugiyono. 2012. Memahami Penelitian Kualitatif. Bandung. Alfabeta

	Supporters:

Supporting lecturer	

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	Students understand the learning outcomes (output) in Research and media courses	- Understanding the RPS - Understanding the lecture contract Understanding the learning outcomes and targets that must be met in the Media Research and Evaluation course	**Criteria:** maximum value 20	- Lectures, lectures - Questions and answers. - Discussion- Problem Based Learning 3 X 50			0%
2	Students are able to explain the concept of Media Research and problems related to the media	- Explain the concept of mass media research - Explain the urgency of evaluating media. Explain the types of media research	**Criteria:** maximum value 20	- Pulpit lecture - Question and answer. Discussion 3 X 50			0%
3	Students are able to explain the concept of Media Research and problems related to the media	- Explain the concept of mass media research - Explain the urgency of evaluating media. Explain the types of media research	**Criteria:** maximum value 20	- Pulpit lecture - Question and answer. Discussion 3 X 50			0%
4	Students understand paradigms in media research.	- Explain the media research paradigm - Explain the differences between the three approaches	**Criteria:** maximum value 100	- Pulpit lecture - Discussion - Question and answer. - Problem Based Learning 3 X 50			0%
5	Students understand paradigms in media research.	- Explain the media research paradigm - Explain the differences between the three approaches	**Criteria:** maximum value 100	- Pulpit lecture - Discussion - Question and answer. 3 X 50			0%
6	Students understand quantitative and qualitative approaches in media research	- Able to explain the character of quantitative and qualitative research - Able to explain the differences between qualitative and quantitative approaches	**Criteria:** maximum value 100	- Pulpit lecture - Question and answer. - Discussion - Screening of 3 X 50 broadcast program videos			0%
7	Students understand quantitative and qualitative approaches in media research	- Able to explain the character of quantitative and qualitative research - Able to explain the differences between qualitative and quantitative approaches	**Criteria:** maximum value 100	- Pulpit lecture - Question and answer. - Discussion - Screening of 3 X 50 broadcast program videos			0%
8	Students are able to do written test questions	do questions 1 to 5	**Criteria:** maximum value 100	written test 2 X 50			0%

9	Students understand quantitative content analysis research procedures	- Explain the concept of quantitative content analysis - Explain the theme of content analysis research - Explain the procedure for reading research results	**Criteria:** maximum value 30	- Pulpit lecture - Question and answer. Discussion Project Based Learning 3 X 50			0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.