



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

**Document  
Code**

**SEMESTER LEARNING PLAN**

| <b>Courses</b>                         | <b>CODE</b>   | <b>Course Family</b> | <b>Credit Weight</b>              | <b>SEMESTER</b>  | <b>Compilation Date</b> |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|---|----------------------|-----------------------------------|--|-------------------------|-----------------------------------|-----------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Needs Analysis                         | 8620302002  |                      | T=2   P=0   ECTS=3.18             | 1  | July 18, 2024           |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                   | <b>SP Developer</b>   |                      | <b>Course Cluster Coordinator</b> | <b>Study Program Coordinator</b>   |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | Dr. Fajar Arianto, M.Pd   |                      | .....                             | Dr. Utari Dewi, S.Sn., M.Pd.   |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Learning model</b>                  | Project Based Learning  |                      |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b> | PLO study program that is charged to the course   |                      |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | Program Objectives (PO)   |                      |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | PLO-PO Matrix   |                      |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |   | P.O                  |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Short Course Description</b>        | This course introduces and develops students' basic knowledge about the curriculum, its development and implementation in the education system through project learning and collaboration.  |                      |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table> |                      |                                   |  |                         | P.O                               | Week                  |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O                                    | Week  |                      |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | 1   | 2                    | 3                                 | 4  | 5                       | 6                                 | 7                     | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>References</b>                      | <b>Main :</b>   |                      |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <ol style="list-style-type: none"> <li>1. Barbazette, Jean. 2006. Training Needs Assessment: Methods, Tools, and Techniques. CA: Pfeiffer.</li> <li>2. Gupta, Kavita, Catherine M. Sleezer, dan Darlene F. Russ. 2007. Practical Guide to Needs Assessment. Ed.2. CA: John Wiley &amp; Sons, Inc.</li> <li>3. Royse, David, Michele Staton-Tindall, Karen Badger, dan J. Matthew Webster. 2009. Need Assessment. Oxford, NY.</li> <li>4. Stuffiebeam, Daniel L., Charles H. McCormick, Robert O. Brinkerhoff, dan CherYI O. Nelson. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Academic Publishing.</li> </ol>  |                      |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <b>Supporters:</b>  |                      |                                   |  |                         |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Supporting lecturer</b>             | Dr. Hari Sugiharto Setyaedhi, M.Si.<br>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)                   |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

|   |  |   |  |  |    |  |    |
|---|--|---|--|--|----|--|----|
| 1 | Clarify the meaning of needs analysis  | <p>1.Able to differentiate between wants and needs</p> <p>2.Able to clarify the meaning of needs analysis</p>   | <p><b>Criteria:</b><br/>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 = &lt; 25 (0 - 1.99)</p> <p><b>Form of Assessment</b><br/>:<br/>Test</p> | Inquiry<br>2 X 50  | -  | <p><b>Material:</b><br/>needs analysis</p> <p><b>Bibliography:</b><br/><i>Royse, David, Michele Staton-Tindall, Karen Badger, and J. Matthew Webster. 2009. Need Assessment. Oxford, NY.</i></p>   | 2% |
| 2 | <p>1. Clarify the purpose of the needs analysis</p> <p>2. Discuss approaches to needs analysis</p> | <p>1.Able to clarify the purpose of needs analysis</p> <p>2.Able to describe 4 approaches to needs analysis</p>   | <p><b>Criteria:</b><br/>conformity with the concept</p> <p><b>Form of Assessment</b><br/>:<br/>Test</p>  | Inquiry<br>2 X 50  | -  | <p><b>Material:</b><br/>objectives of needs analysis and approaches to needs analysis</p> <p><b>References:</b><br/><i>Royse, David, Michele Staton-Tindall, Karen Badger, and J. Matthew Webster. 2009. Need Assessment. Oxford, NY.</i></p>                            | 3% |
| 3 | Clarify performance analysis   | <p>1.Able to clarify the meaning of performance analysis</p> <p>2.Able to clarify the purpose of needs analysis</p> <p>3. Clarify performance analysis strategies</p> | <p><b>Criteria:</b><br/>conformity with the concept</p> <p><b>Form of Assessment</b><br/>:<br/>Test</p>  | Hands-on learning; questions and answers<br>2 X 50                                 | -- | <p><b>Material:</b><br/>Understanding performance analysis; Performance analysis objectives; Performance analysis strategies</p> <p><b>Bibliography:</b><br/><i>Barbazette, Jean. 2006. Training Needs Assessment: Methods, Tools, and Techniques. CA: Pfeiffer.</i></p> | 2% |
| 4 | Describe the needs analysis process  | Able to explain the needs analysis process in a coherent manner   | <p><b>Criteria:</b><br/>conformity with the concept</p> <p><b>Form of Assessment</b><br/>:<br/>Test</p>  | Assignment<br>Discussion Questions and answers<br>Problem Based Learning<br>2 X 50 | -- | <p><b>Material:</b><br/>needs analysis process</p> <p><b>Bibliography:</b><br/><i>Stuffiebeam, Daniel L., Charles H. McCormick, Robert O. Brinkerhoff, and Cheryl O. Nelson. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Academic Publishing.</i></p>     | 3% |

|   |  |   |  |   |        |  |     |
|---|--|---|--|---|--------|--|-----|
| 5 | Describe the 5 stages in conducting a needs analysis | Able to describe the preparation stages in needs analysis | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.conformity with the concept</li> <li>2.ability to answer questions</li> <li>3.ability in group discussions</li> </ol> <p><b>Form of Assessment :</b><br/>Test</p>                     | Assignment Discussion Questions and answers Problem Based Learning 2 X 50 | --     | <p><b>Material:</b><br/>Needs analysis stage: preparation<br/><b>References:</b><br/><i>Stuffiebeam, Daniel L., Charles H. McCormick, Robert O. Brinkerhoff, and CherYl O. Nelson. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Academic Publishing.</i></p> | 10% |
| 6 | Describe the 5 stages in conducting a needs analysis | Able to describe the preparation stages in needs analysis | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.conformity with the concept</li> <li>2.ability to answer questions</li> <li>3.ability in group discussions</li> </ol> <p><b>Form of Assessment :</b><br/>Test</p>                     | Assignment Discussion Questions and answers Problem Based Learning 2 X 50 | --     | <p><b>Material:</b><br/>Needs analysis stage: preparation<br/><b>References:</b><br/><i>Stuffiebeam, Daniel L., Charles H. McCormick, Robert O. Brinkerhoff, and CherYl O. Nelson. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Academic Publishing.</i></p> | 2%  |
| 7 | Describe the 5 stages in conducting a needs analysis | Able to describe the preparation stages in needs analysis | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.conformity with the concept</li> <li>2.ability to answer questions</li> <li>3.ability in group discussions</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Assignment Discussion Questions and answers Problem Based Learning 2 X 50 | --     | <p><b>Material:</b><br/>Needs analysis stage: preparation<br/><b>References:</b><br/><i>Stuffiebeam, Daniel L., Charles H. McCormick, Robert O. Brinkerhoff, and CherYl O. Nelson. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Academic Publishing.</i></p> | 2%  |
| 8 | Midterm exam   | Describe the 5 stages in conducting a needs analysis      | <p><b>Criteria:</b><br/>ability in group discussions</p> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p>  | Project Based Learning 2 X 50   | -<br>- | <p><b>Material:</b> 5 stages in conducting a needs analysis<br/><b>Readers:</b><br/><i>Royse, David, Michele Staton-Tindall, Karen Badger, and J. Matthew Webster. 2009. Need Assessment. Oxford, NY.</i></p>  | 2%  |

|    |  |   |   |   |    |  |     |
|----|--|---|---|---|----|--|-----|
| 9  | Describe the 5 stages in conducting a needs analysis | Able to describe the preparation stages in needs analysis | <b>Criteria:</b><br>1.conformity with the concept<br>2.ability to answer questions<br>3.ability in group discussions<br><br><b>Form of Assessment</b><br>: Participatory Activities | inquiry<br>2 X 50   | -- | <b>Material:</b><br>Needs analysis stage: preparation<br><b>References:</b><br><i>Stuffiebeam, Daniel L., Charles H. McCormick, Robert O. Brinkerhoff, and CherYl O. Nelson. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Academic Publishing.</i> | 2%  |
| 10 | Describe the 5 stages in conducting a needs analysis | Able to describe the preparation stages in needs analysis | <b>Criteria:</b><br>1.conformity with the concept<br>2.ability to answer questions<br>3.ability in group discussions<br><br><b>Form of Assessment</b><br>: Participatory Activities | Assignment Discussion Questions and answers Problem Based Learning 2 X 50 | -  | <b>Material:</b><br>Needs analysis stage: preparation<br><b>References:</b><br><i>Stuffiebeam, Daniel L., Charles H. McCormick, Robert O. Brinkerhoff, and CherYl O. Nelson. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Academic Publishing.</i> | 2%  |
| 11 | Describe the 5 stages in conducting a needs analysis | Able to describe the preparation stages in needs analysis | <b>Criteria:</b><br>1.conformity with the concept<br>2.ability to answer questions<br>3.ability in group discussions<br><br><b>Form of Assessment</b><br>: Test                     | Assignment Discussion Questions and answers Problem Based Learning 2 X 50 | -  | <b>Material:</b><br>Needs analysis stage: preparation<br><b>References:</b><br><i>Stuffiebeam, Daniel L., Charles H. McCormick, Robert O. Brinkerhoff, and CherYl O. Nelson. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Academic Publishing.</i> | 10% |
| 12 | Formulate a needs analysis proposal                  | Able to make needs analysis proposals                     | <b>Criteria:</b><br>1.conformity with the concept<br>2.accuracy in determining needs<br><br><b>Form of Assessment</b><br>: Project Results Assessment / Product Assessment          | Project Based Learning 2 X 50   | -  | <b>Material:</b><br>needs analysis proposal<br><b>Bibliography:</b><br><i>Gupta, Kavita, Catherine M. Sleezer, and Darlene F. Russ. 2007. Practical Guide to Needs Assessment. 2nd Ed. CA: John Wiley &amp; Sons, Inc.</i>                                       | 10% |

|    |                                     |   |   |                                  |    |  |     |
|----|-------------------------------------|---|---|----------------------------------|----|--|-----|
| 13 | Formulate a needs analysis proposal | Able to make needs analysis proposals   | <b>Criteria:</b><br>1.conformity with the concept<br>2.accuracy in determining needs<br><br><b>Form of Assessment :</b><br>Participatory Activities                                   | Project Based Learning<br>2 X 50 | -- | <b>Material:</b><br>needs analysis proposal<br><b>Bibliography:</b><br><i>Gupta, Kavita, Catherine M. Sleezer, and Darlene F. Russ. 2007. Practical Guide to Needs Assessment. 2nd Ed. CA: John Wiley &amp; Sons, Inc.</i>   | 10% |
| 14 | Able to formulate needs analysis    | 1.Able to determine the gap<br>2.Able to determine needs<br>3.Able to make plans to fulfill needs | <b>Criteria:</b><br>1.accuracy in determining the gap<br>2.suitability of planning requirements<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment | Project based learning<br>2 X 50 | -- | <b>Material:</b><br>needs analysis report<br><b>References:</b><br><i>Barbazette, Jean. 2006. Training Needs Assessment: Methods, Tools, and Techniques. CA: Pfeiffer.</i><br><br><b>Material:</b><br>stages of needs analysis<br><b>References:</b><br><i>Gupta, Kavita, Catherine M. Sleezer, and Darlene F. Russ. 2007. Practical Guide to Needs Assessment. 2nd Ed. CA: John Wiley &amp; Sons, Inc.</i><br><br><b>Material:</b><br>Needs analysis<br><b>Bibliography:</b><br><i>Royse, David, Michele Staton-Tindall, Karen Badger, and J. Matthew Webster. 2009. Need Assessment. Oxford, NY.</i> | 13% |

|    |                                  |   |   |                                  |   |  |     |
|----|----------------------------------|---|---|----------------------------------|---|--|-----|
| 15 | Able to formulate needs analysis | 1.Able to determine the gap<br>2.Able to determine needs<br>3.Able to make plans to fulfill needs | <b>Criteria:</b><br>1.accuracy in determining the gap<br>2.suitability of planning requirements<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment   | Project based learning<br>2 X 50 |   | <b>Material:</b><br>needs analysis report<br><b>References:</b><br><i>Barbazette, Jean. 2006. Training Needs Assessment: Methods, Tools, and Techniques. CA: Pfeiffer.</i><br><br><b>Material:</b><br>stages of needs analysis<br><b>References:</b><br><i>Gupta, Kavita, Catherine M. Sleezer, and Darlene F. Russ. 2007. Practical Guide to Needs Assessment. 2nd Ed. CA: John Wiley &amp; Sons, Inc.</i><br><br><b>Material:</b><br>Needs analysis<br><b>Bibliography:</b><br><i>Royse, David, Michele Staton-Tindall, Karen Badger, and J. Matthew Webster. 2009. Need Assessment. Oxford, NY.</i> | 25% |
| 16 | Final exams                      | Able to formulate needs analysis  | <b>Criteria:</b><br>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)<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment | Project Based Learning<br>2 X 50 | - | <b>Material:</b><br>needs analysis<br><b>Bibliography:</b><br><i>Stuffiebeam, Daniel L., Charles H. McCormick, Robert O. Brinkerhoff, and Cheryl O. Nelson. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Academic Publishing.</i>  | 2%  |

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation                                      | Percentage |
|----|---|------------|
| 1. | Participatory Activities                        | 16%        |
| 2. | Project Results Assessment / Product Assessment | 52%        |
| 3. | Test  | 32%        |
|    |   | 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.

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.