



**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
Performance Technology	8620302134		T=2	P=0	ECTS=3.18	1	July 14, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																			
	Program Objectives (PO)																																																			
	PO - 1	Mastering the concepts and principles of performance technology as an effort to improve performance																																																		
	PLO-PO Matrix																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> </table>	P.O	PO-1																																																
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PO-1																																																				
	PO Matrix at the end of each learning stage (Sub-PO)																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">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> <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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																				

Short Course Description	This course discusses planning, management and evaluation of education and training in the context of improving performance based on educational technology knowledge through case study learning and collaboration.
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References	Main :	
		<ol style="list-style-type: none"> Song, Holim dan terry Kidd. 2010. Handbook of Research on Human Performance and Instructional Technology . Information Science Reference; USA Stolovitch, Harold D., dan Keeps, Erica J. Handbook of Human performance Technology: a Comperhensive Guide for Analyzing and Solving Performance Problem in Organization . Jossey-Bass Publisher; San Francisc Arianto, Fajar, dkk. 2020. Handout Teknologi Kinerja . Surabaya: Teknologi Pendidikan FIP Unesa Wilmont, F. S., Prigmore, C., & Bray, M. 2010. HTP Models: an Overview of the Major Models in the Field. Performance Improvement, 41 (8), 14-22. Arianto, Fajar .2020. Teknologi kinerja. Abda Publisher
	Supporters:	
		<ol style="list-style-type: none"> Payne, David A. 2000. Designing Educational Project and Program Evaluation : A Practical Overview Based On Research And Experience . Springer; USA

Supporting lecturer	Dr. Fajar Arianto, S.Pd., M.Pd. Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D. Citra Fitri Kholidya, S.Pd., M.Pd. Dr. Syaiputra Wahyuda Meisa Diningrat, 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	Students are able to clarify the meaning of HPT	<ol style="list-style-type: none"> 1. Students are able to clarify the meaning of performance 2. Students are able to explain the meaning of technology 3. Students are able to clarify the meaning of HPT 	<p>Criteria: depth and appropriateness of the study</p> <p>Form of Assessment : Participatory Activities</p>	case study 2 X 50		<p>Material: Understanding performance technology Reference: <i>Arianto, Fajar .2020. Performance technology. AAbda Publisher</i></p> <hr/> <p>Material: Human performance technology Literature: <i>Song, Holim and Terry Kidd. 2010. Handbook of Research on Human Performance and Instructional Technology. Information Science Reference; USA</i></p>	5%
2	Students are able to link the relationship between HPT and educational technology	<ol style="list-style-type: none"> 1. Students are able to connect the HPT position in the TP 2008 area 2. Students are able to describe performance technology according to the TP area 	<p>Criteria: Written test results from collaboration reports</p> <p>Form of Assessment : Participatory Activities</p>	case study 2 X 50		<p>Material: performance technology Reader: <i>Song, Holim and Terry Kidd. 2010. Handbook of Research on Human Performance and Instructional Technology. Information Science Reference; USA</i></p> <hr/> <p>Material: performance technology Reference: <i>Arianto, Fajar .2020. Performance technology. AAbda Publisher</i></p>	15%
3	Students are able to apply HPT in organizations	<ol style="list-style-type: none"> 1. Students are able to clarify the application of the HPT development model 2. Students are able to clarify the value of innovation in performance. Students clarify the organization's readiness for performance innovation 	<p>Criteria: Written test results from collaboration reports</p> <p>Form of Assessment : Participatory Activities</p>	case study 2 X 50		<p>Material: application of HPT in organizations Reference: <i>Arianto, Fajar .2020. Performance technology. AAbda Publisher</i></p>	5%

4	Students are able to apply HPT in organizations	<ol style="list-style-type: none"> 1. Students are able to clarify the application of the HPT development model 2. Students are able to clarify the value of innovation in performance 3. Students clarify the organization's readiness for performance innovation 	Criteria: PAP Form of Assessment : Participatory Activities	case study 2 X 50		Material: application of HPT in organizations Reference: Arianto, Fajar .2020. Performance technology. AAbda Publisher	5%
5	Students are able to clarify class learning in the application of HPT	<ol style="list-style-type: none"> 1. Students are able to clarify when classroom learning is used 2. Students are able to clarify the procedures for using classroom learning in HPT 3. Students clarify the sequence in class learning 4. Students are able to explain the advantages of classroom learning 	Criteria: Written test results from collaboration reports Form of Assessment : Project Results Assessment / Product Assessment	project based learning 2 X 50		Material: classroom learning in implementing HPT Library: Arianto, Fajar .2020. Performance technology. AAbda Publisher	5%
6	Students are able to clarify the form of small group implementation intervention in HPT	<ol style="list-style-type: none"> 1. Students are able to explain the strengthening of small group activities in HPT 2. Students are able to explain the strengthening of small group activities in the HPT procedure 	Criteria: depth and appropriateness of the study Form of Assessment : Participatory Activities	case study 2 X 50		Material: small group implementation intervention in HPT Library: Arianto, Fajar .2020. Performance technology. Abda Publisher	10%
7	Students are able to explain the application of learning with videos in HPT	Students are able to clarify the format of the training video program. Students are able to clarify precautions in the video program	Criteria: depth and appropriateness of the study Form of Assessment : Participatory Activities	case study 2 X 50		Material: application of video learning in HPT Library: Arianto, Fajar, et al. 2020. Performance Technology Handout. Surabaya: Unesa FIP Educational Technology	5%
8	Students are able to explain the application of learning with computers	Students are able to use CBT to improve performance. Students are able to clarify the CBT format in learning	Criteria: PAP Form of Assessment : Participatory Activities	Discussion Questions and answers 2 X 50		Material: application of video learning in HPT Library: Arianto, Fajar, et al. 2020. Performance Technology Handout. Surabaya: Unesa FIP Educational Technology	5%

9	Midterm exam	Students are able to clarify types of texts. Students are able to clarify the structure of printed teaching materials. Students are able to clarify the procedures for writing learning texts	<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 : Test</p>	Discussion, Presentation and Questions and Answers 2 X 50	-	<p>Material: types of texts Students are able to clarify the structure of printed teaching materials Students are able to clarify the procedures for writing learning texts.</p> <p>Reference: <i>Wilmont, FS, Prigmore, C., & Bray, M. 2010. HTP Models: an Overview of the Major Models in the Field. Performance Improvement, 41(8), 14-22.</i></p>	0%
10	Students are able to clarify learning resource management for HPT	<ol style="list-style-type: none"> 1. Students are able to use CBT to improve performance 2. Students are able to explain the CBT format in learning 	<p>Criteria: depth and appropriateness of the study</p> <p>Form of Assessment : Participatory Activities</p>	case study 2 X 50		<p>Material: Computer based training Reference: <i>Arianto, Fajar .2020. Performance technology. Abda Publisher</i></p>	5%
11	Students are able to explain On the Jon Training in HPT	Students are able to describe the OJT structure Students are able to clarify the selection criteria for using OJT Students are able to clarify the advantages of the OJT structure	<p>Criteria: pap</p> <p>Form of Assessment : Test</p>	Discussion Questions and answers 2 X 50		<p>Material: OJT Library: <i>Arianto, Fajar .2020. Performance technology. Abda Publisher</i></p>	5%
12	Students are able to explain the use of distance learning in HPT	<ol style="list-style-type: none"> 1. Students are able to clarify channels in distance learning 2. Students are able to describe the integration of technology in distance learning 3. Students are able to clarify instructional design and development in distance learning 	<p>Criteria: depth and appropriateness of the study</p> <p>Form of Assessment : Test</p>	case study 2 X 50		<p>Material: distance learning in HPT Library: <i>Arianto, Fajar .2020. Performance technology. Abda Publisher</i></p>	10%
13	Students are able to explain accelerated learning in HPT	Students are able to define accelerated learning. Students are able to clarify the accelerated learning system. Students are able to clarify the use of accelerated learning	<p>Criteria: depth and appropriateness of the study</p> <p>Form of Assessment : Test</p>	Discussion Questions and answers 2 X 50		<p>Material: accelerated training Reference: <i>Arianto, Fajar .2020. Performance technology. Abda Publisher</i></p>	5%

14	Students are able to clarify successful strategies in HPT	<ol style="list-style-type: none"> 1. Students are able to describe the characteristics of professional practitioners 2. Students are able to describe the application of HPT 3. Students are able to describe HPT marketing 	Criteria: depth and appropriateness of the study Form of Assessment : Participatory Activities	case study 2 X 50		Material: application of performance technology Reference: <i>Arianto, Fajar .2020. Performance technology. Abda Publisher</i> Material: application of performance technology References: <i>Stolovitch, Harold D., and Keeps, Erica J. Handbook of Human performance Technology: a Comprehensive Guide for Analyzing and Solving Performance Problems in Organizations. Jossey-Bass Publishers; San Francisc</i>	10%
15	Students are able to clarify successful strategies in HPT	<ol style="list-style-type: none"> 1. Students are able to describe the characteristics of professional practitioners 2. Students are able to describe the application of HPT. Students are able to describe HPT marketing 	Criteria: depth and appropriateness of the study Form of Assessment : Test	Discussion Questions and answers 2 X 50		Material: application of performance technology Reader: <i>Song, Holim and Terry Kidd. 2010. Handbook of Research on Human Performance and Instructional Technology. Information Science Reference; USA</i>	10%
16	Final exams	Able to clarify successful strategies in HPT	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	Case Study 2 X 50	- -	Material: able to clarify successful strategies in HPT Library: <i>Song, Holim and Terry Kidd. 2010. Handbook of Research on Human Performance and Instructional Technology. Information Science Reference; USA</i>	0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	65%
2.	Project Results Assessment / Product Assessment	5%
3.	Test	30%
		100%

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.