



Universitas Negeri Surabaya
Faculty of Education,
Undergraduate Study Program in Out-of-School Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																												
PNF Media Development	8620503143	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	4	August 1, 2023																																																																																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																													
	Prof. Dr. Gunarti Dwi Lestari, M.Si., M.Pd. ; Dr. Ali Yusuf, S.Ag., M.Pd ; Widya Nusantara, M.Pd.		Prof. Dr. Gunarti Dwi Lestari, M.Si., M.Pd	Rivo Nugroho, S.Pd., M.Pd.																																																																																																													
Learning model	Project Based Learning																																																																																																																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																
	PLO-5	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs																																																																																																															
	PLO-8	Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education																																																																																																															
	PLO-11	Able to utilize technology and information in efforts to solve problems in accordance with their field of expertise																																																																																																															
	Program Objectives (PO)																																																																																																																
	PO - 1	Students are able to theoretically master the concepts and requirements for making educational game tools																																																																																																															
	PO - 2	Demonstrate the ability to apply concepts and principles of learning media development by utilizing the surrounding environment.																																																																																																															
	PO - 3	Able to design and create learning media to support the learning process for various types of appropriate non-formal education programs																																																																																																															
	PO - 4	Demonstrate an attitude of responsibility, dare to convey logical ideas in every learning implementation																																																																																																															
	PLO-PO Matrix																																																																																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-5</th> <th style="width: 15%;">PLO-8</th> <th style="width: 15%;">PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>				P.O	PLO-5	PLO-8	PLO-11	PO-1	✓	✓		PO-2	✓		✓	PO-3		✓	✓	PO-4		✓																																																																																									
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Short Course Description	This course aims to provide a comprehensive understanding of the function and role of learning media in the successful implementation of non-formal learning. Learning media is a good learning tool to create an effective and appropriate learning atmosphere. The development of learning media to support non-formal learning can be studied through discussions regarding the role and function of educational game tools (APE), stages of learning media development, types, requirements and principles for making APE, culture-based APE, used materials and natural ingredients. APE's position and position as a distributor and demonstration of knowledge transfer makes it an important role in the learning process. Thus, lectures are carried out using the lecture method, practice of making APE, presentations, and discussions and questions and answers. The indicator of achievement in this course is that students are able to identify the need for early childhood learning media that is adapted to the child's age and also the developmental needs they are going through, then students are able to create learning media to support the growth and development of early childhood.																																																																																																																
References	Main :																																																																																																																

1. Arif S. Sadiman, dkk.2003.Media Pendidikan. Jakarta : Raja GrafindoPersada
2. Azhar Arsyad. Media Pembelajaran. Jakarta : Raja Grafindo Persada
3. Nana Sudjana dan Ahmad Rivai.1997. Media Pengajaran.Bandung. Sinar Baru
4. Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press
5. Gunarti DL & Wiwin Yulianiningsih. 2013. Media Pembelajaran Pendidikan Luar Sekolah (Pendidikan Masyarakat).Surabaya: Unipress

Supporters:

Supporting lecturer Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. Widya Nusantara, 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	Mastering the meaning of media and the use of media in the learning process	Students are able to explain the meaning of media from several figures. Able to understand the relationship between the learning process as a communication process that requires media to convey messages.	Criteria: the higher the participation in the discussion, the more it adds value Form of Assessment : Participatory Activities	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Material: understanding media and the use of media in the learning process Reference: Arif S. Sadiman, et al. 2003. Educational Media. Jakarta : Raja GrafindoPersada	3%
2	Mastering the use of media in the learning process	* Students are able to explain the history of the development of media from time to time and its impact on learning * Are able to describe the use of media in	Criteria: the higher the participation in the discussion, the more it adds value Form of Assessment : Participatory Activities	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Material: Use of media in the learning process Reader: Azhar Arsyad. Instructional Media. Jakarta : Raja Grafindo Persada	3%
3	Mastering the basic functions of PLS Learning Media	Students can describe the media function of several figures. Students can explain the general function of learning media in terms of symbolic, psychological and socio-cultural functions.	Criteria: Students can describe the media function of several figures. Students can explain the general function of learning media in terms of symbolic, psychological and socio-cultural functions. Form of Assessment : Participatory Activities	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	3 X 50	Material: Basic functions of PLS Learning Media Library: Nana Sudjana and Ahmad Rivai.1997. Teaching Media. Bandung. New Rays	3%
4	Mastering the Variety and Classification of Learning Media	· Students can classify various types of media according to several experts · Media can compare the advantages and disadvantages of traditional and modern media - Students can differentiate the meanings	Criteria: Students can classify various types of media according to several experts · Media can compare the advantages and disadvantages of traditional and modern media - Students can differentiate between meanings Form of Assessment : Participatory Activities	Contextual Instruction (CI) Small Group Discussion (SGD) Case Study (CS) 3 X 50		Material: 3 Bibliography: Nana Sudjana and Ahmad Rivai.1997. Teaching Media. Bandung. New Rays	3%
5	Master various types of media based on student characteristics	Students can classify types of media based on students' backgrounds (early childhood, teenagers, adults). Students can explain strategies for using media for early childhood and adults	Form of Assessment : Participatory Activities	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD)	Material: types of media based on student characteristics Reader: Gunarti DL & Wiwin Yulianiningsih. 2013. Out-of-School Education Learning Media (Community Education). Surabaya: Unipress	3%

6	Understanding the Problems of Media Mastery in the PLS program	Students can understand problems in the use of media that occur in equality programs. Students can understand problems in the use of media that occur in training and course programs. Students can understand problems in the use of media that occur in empowerment programs.	Form of Assessment : Participatory Activities	Contextual Instruction (CI) Small Group Discussion (SGD) Case Study (CS) 3 X 50		Material: Problems of Media Mastery in the PLS program Library: Yuhdi Munadi.2008.Learning Media.Jakarta.Gaung Persada Press	3%
7	Students are able to prepare media production plans based on problems that occur in the field	Students can design a media development plan based on the needs and problems of the PLS program	Criteria: media development plans according to student needs Form of Assessment : Participatory Activities	Group Presentation 3 X 50	Group Presentation	Material: media production planning based on problems occurring in the field Reference: Yuhdi Munadi.2008.Learning Media.Jakarta.Gaung Persada Press	3%
8	UTS	Students are able to answer questions correctly and comprehensively	Criteria: Students are able to answer questions correctly and comprehensively Form of Assessment : Project Results Assessment / Product Assessment	UTS write 3 X 50	Online UTS 3 X 50	Material: media production planning based on problems occurring in the field Reference: Yuhdi Munadi.2008.Learning Media.Jakarta.Gaung Persada Press	20%
9	Understand media development based on social groups	Students are able to classify media based on disadvantaged and oppressed groups of society	Criteria: Students are able to classify media based on disadvantaged and oppressed groups of society Form of Assessment : Participatory Activities	Contextual Instruction (CI) Small Group Discussion (SGD) Case Study (CS) 3 X 50	3 X 50	Material: media development based on community groups Reference: Yuhdi Munadi.2008.Learning Media.Jakarta.Gaung Persada Press	4%
10	Understand how to create graphic media	Students are able to explain the meaning of graphic media. Are able to group types of graphic media. Students are able to explain the basic techniques for making graphic media (charts, graphs, diagrams, sketches, drawings, posters, cartoons and caricatures)	Criteria: Students are able to explain the meaning of graphic media. Are able to group types of graphic media. Students are able to explain the basic techniques for making graphic media (charts, graphs, diagrams, sketches, drawings, posters, cartoons and caricatures) Form of Assessment : Participatory Activities	Group Percentage 3 X 50	Group Presentation	Material: Graphic media Library: Gunarti DL & Wiwin Yulianingsih. 2013. Learning Media for Out-of-School Education (Community Education). Surabaya: Unipress	4%
11	Understand how to create Simulation media	Students are able to explain the meaning of Simulation media. Are able to group types of Simulation media. Students are able to explain the basic techniques for making Simulation media and learning real objects.	Form of Assessment : Participatory Activities	Group Percentage 3 X 50		Material: Simulation media Reader: Azhar Arsyad. Instructional Media. Jakarta : Raja Grafindo Persada	4%

12	Understand how to make print media	Students are able to explain the meaning of Print media. Are able to group types of Print media. Students are able to explain the basic techniques for making Print media (Equivalence Module)	Criteria: Students are able to explain the meaning of Print media. Are able to group types of Print media. Students are able to explain the basic techniques for making Print media (Equivalence Module) Form of Assessment : Participatory Activities	Group Percentage 3 X 50	Group Presentation	Material: Print media Library: Yuhdi Munadi.2008.Learning Media. Jakarta. Gaung Persada Press	3%
13	Understand how to create three-dimensional media	Students are able to explain the meaning of three-dimensional media. Able to group types of three-dimensional media. Students are able to explain the basic techniques for making three-dimensional media.	Criteria: Students are able to explain the meaning of three-dimensional media. Able to group types of three-dimensional media. Students are able to explain the basic techniques for making three-dimensional media. Form of Assessment : Participatory Activities	Group Percentage 3 X 50		Material: three-dimensional media Reference: Arif S. Sadiman, et al. 2003. Educational Media. Jakarta : Raja Grafindo Persada	4%
14	Understand how to make Look and Listen media	Students are able to explain the meaning of View and Hear media. Able to group types of View and Listen media. Students are able to explain the basic techniques for making View and Listen media.	Criteria: Students are able to explain the meaning of View and Hear media. Able to group types of View and Listen media. Students are able to explain the basic techniques for making View and Listen media. Form of Assessment : Participatory Activities	Group Percentage 3 X 50		Material: View and Listen Media Reader: Azhar Arsyad. Instructional Media. Jakarta : Raja Grafindo Persada	5%
15	Understand how to evaluate the use of learning media	Students are able to explain the Evaluation Technique for Using Learning Media	Criteria: Students are able to explain the Evaluation Technique for Using Learning Media Form of Assessment : Participatory Activities	Contextual Instruction (CI) Small Group Discussion (SGD) 3 X 50	Contextual Instruction (CI) Small Group Discussion (SGD)	Material: evaluation of the use of learning media Reader: Azhar Arsyad. Instructional Media. Jakarta : Raja Grafindo Persada	5%
16	UAS	learning media according to student targets	Criteria: learning media that is made interesting and appropriate to the target Form of Assessment : Project Results Assessment / Product Assessment	UAS assignment to create 3 X 50 learning media	UAS has the task of creating learning media	Material: learning media Reader: Azhar Arsyad. Instructional Media. Jakarta : Raja Grafindo Persada	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	50%
		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.

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.