



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
Bachelor of Fine Arts Education 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>																																																																		
Development of Teaching Materials	8821002292	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024																																																																		
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																			
		Dra. Siti Mutmainah, M.Pd., Fera Ratyaningrum, S.Pd., M.Pd.	.....			Fera Ratyaningrum, S.Pd., M.Pd.																																																																			
<b>Learning model</b>	<b>Project Based Learning</b>																																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																								
	<b>PLO-10</b>	Able to design and implement fine arts learning that applies ICT-based pedagogical and collaborative competencies and management.																																																																							
	<b>Program Objectives (PO)</b>																																																																								
	<b>PO - 1</b>	Students are able to analyze the need for developing teaching materials for fine arts learning																																																																							
	<b>PO - 2</b>	Students are able to prepare both printed and non-printed teaching materials by utilizing technology																																																																							
	<b>PLO-PO Matrix</b>																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td colspan="6">PLO-10</td> </tr> <tr> <td>PO-1</td> <td></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><td></td> </tr> </table>						P.O	PLO-10						PO-1							PO-2																																																			
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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> <tr> <td>PO-2</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																	PO-2																
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PO-1																																																																									
PO-2																																																																									
<b>Short Course Description</b>	The teaching materials development course is a course designed to help students develop abilities in developing teaching materials. Students will study, identify, analyze factors and procedures in developing teaching materials as a tool to assist in learning activities, so that their fulfillment must be in accordance with the desired competencies. Teaching materials include print media (textbooks, handouts, modules, worksheets) and audio-visual (interactive media, slideshows, learning videos). Things that will be discussed in this course include the role and types of teaching materials, both printed, non-printed and display teaching materials, procedures for their development, how to use them in the learning process, and ways to evaluate them.																																																																								
<b>References</b>	<b>Main :</b>																																																																								
	<ol style="list-style-type: none"> <li>1. Sadjati, Ida Malati. 2012. Pengembangan Bahan Ajar. In: Hakikat Bahan Ajar. Universitas Terbuka, Jakarta</li> <li>2. Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud Wahyudin, Dinn &amp; Kartawinata, Handy. 1998. Penulisan Bahan Ajar . Jakarta: Depdikbud.</li> <li>3. Wijaya, Cece; Dadjuri, Djadja &amp; Rusyan, Tabrani. 1990. Upaya Pembaharuan dalam Pendidikan dan Pengajaran . Bandung: Rosekolah menengahakarya</li> <li>4. Depdiknas. (2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah</li> </ol>																																																																								
	<b>Supporters:</b>																																																																								
<b>Supporting lecturer</b>	Dra. Siti Mutmainah, M.Pd.																																																																								
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [References]</b>	<b>Assessment Weight (%)</b>																																																																		
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																																				
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																																																																		

1	Through brainstorming, students are facilitated to convey minimal knowledge regarding curriculum components and learning in secondary schools. Through showing ppt materials, students discussed in groups the urgency of developing teaching materials in secondary schools.	Analyze the meaning, concepts, principles and objectives in developing Fine Arts teaching materials	<p><b>Criteria:</b> according to the agreed rubric</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	lectures, questions and answers, discussions, assignments. 2 X 50	offline	<p><b>Material:</b> meaning and concepts</p> <p><b>References:</b> <i>Sadjati, Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University, Jakarta</i></p> <hr/> <p><b>Material:</b> principles and concepts</p> <p><b>References:</b> <i>Sadjati, Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University, Jakarta</i></p>	5%
2	Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in learning in secondary schools.	<ol style="list-style-type: none"> <li>1.Explain the role of teaching materials in learning in secondary schools.</li> <li>2.Identify types of printed and non-printed teaching materials that are relevant to secondary school learning.</li> </ol>	<p><b>Criteria:</b> according to the agreed rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	lectures, questions and answers, discussions, assignments. 3 X 50		<p><b>Material:</b> principles and objectives</p> <p><b>References:</b> <i>Sadjati, Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University, Jakarta</i></p>	5%
3	Analyze the factors and procedures for developing teaching materials	<ol style="list-style-type: none"> <li>1.Identify factors that must be considered in developing teaching materials.</li> <li>2.Analyze the procedures that must be followed in developing teaching materials</li> </ol>	<p><b>Criteria:</b> according to the agreed rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	lectures, questions and answers, discussions, assignments. 2 X 50	offline offline	<p><b>Material:</b> procedures for developing printed and non-printed fine arts teaching materials.</p> <p><b>Reference:</b> <i>Sadjati, Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University, Jakarta</i></p>	5%
4	Analyzing the similarities and differences in print-based teaching materials and their uses	Comparing (similarities and differences) the use of modules/handouts/LKPD in learning in secondary schools.	<p><b>Criteria:</b> Analyzing the similarities and differences in print-based teaching materials and their use, including modules/handouts/LKPD in learning in secondary schools.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	discussions, questions and answers, assignments. 2 X 50	offline	<p><b>Material:</b> procedures for developing teaching materials</p> <p><b>Library:</b> <i>Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education</i></p>	10%

5	Analyzing the similarities and differences in print-based teaching materials and their uses	<ol style="list-style-type: none"> <li>1. Comparing (similarities and differences) the use of modules/handouts/LKPD in learning in secondary schools.</li> <li>2. Analyzing the similarities and differences in print-based teaching materials and their uses</li> </ol>	<p><b>Criteria:</b> Analyzing the similarities and differences in print-based teaching materials and their use, including modules/handouts/LKPD in learning in secondary schools.</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	discussions, questions and answers, assignments. 2 X 50	offline	<p><b>Material:</b> procedures for developing teaching materials</p> <p><b>Library:</b> <i>Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education</i></p>	5%
6	Understanding environmental space and the use of literature reviews in developing teaching materials.	<ol style="list-style-type: none"> <li>1. Identifying the environment for using the internet as a learning resource.</li> <li>2. Reviewing relevant (new) literature sourced from the internet.</li> </ol>	<p><b>Criteria:</b> according to the agreed rubric</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	discussions, questions and answers, assignments. 2 X 50		<p><b>Material:</b> development of teaching materials</p> <p><b>Reader:</b> <i>Wijaya, Cece; Djadjuri, Djadja &amp; Rusyan, Tabrani. 1990. Reform Efforts in Education and Teaching. Bandung: Roschool secondary school</i></p>	5%
7	Understanding environmental space and the use of literature reviews in developing teaching materials.	<ol style="list-style-type: none"> <li>1. Identifying the environment for using the internet as a learning resource.</li> <li>2. Reviewing relevant (new) literature sourced from the internet.</li> </ol>	<p><b>Criteria:</b> according to the agreed rubric</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	discussions, questions and answers, assignments. 2 X 50		<p><b>Material:</b> development of teaching materials</p> <p><b>Reader:</b> <i>Wijaya, Cece; Djadjuri, Djadja &amp; Rusyan, Tabrani. 1990. Reform Efforts in Education and Teaching. Bandung: Roschool secondary school</i></p>	10%
8	uts	<ol style="list-style-type: none"> <li>1. Understanding environmental space and the use of literature reviews in developing teaching materials.</li> <li>2. Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in learning in secondary schools.</li> <li>3. Analyze the factors and procedures for developing teaching materials</li> <li>4. Analyzing the similarities and differences in print-based teaching materials and their uses</li> <li>5. Through brainstorming, students are facilitated to convey minimal knowledge regarding curriculum components and learning in secondary schools. Through showing ppt materials, students discussed in groups the urgency of developing teaching materials in secondary schools.</li> </ol>	<p><b>Criteria:</b> able to create and present non-printed teaching materials well that are relevant to learning at school</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests</p>	offline	online	<p><b>Material:</b> the role of teaching materials and various types of printed and non-printed teaching materials that are relevant in learning in secondary schools.</p> <p><b>Bibliography:</b> <i>Sadjati, Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University, Jakarta</i></p>	15%

9			<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	independent curriculum analysis related to the development of 100' teaching materials			0%
10			<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	independent curriculum analysis related to the development of 100' teaching materials			5%
11			<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	independent curriculum analysis related to the development of 100' teaching materials			5%
12			<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	100'			5%
13			<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	100'			5%
14			<b>Form of Assessment :</b> Participatory Activities	independent curriculum analysis related to the development of 100' teaching materials			5%
15			<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	independent curriculum analysis related to the development of 100' teaching materials			5%
16			<b>Form of Assessment :</b> Test	independent curriculum analysis related to the development of 100' teaching materials			9%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.92%
2.	Project Results Assessment / Product Assessment	37.92%
3.	Portfolio Assessment	21.67%
4.	Practice / Performance	3.75%
5.	Test	12.75%
		99.01%

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.