

Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Fine Arts Education Study Program

Document Code

SEMESTER LEARNING PLAN

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Short Course Description The teaching materials development course is a course designed to help students develop abilities in developing teaching materials. Students will be in accordance with the desired competencies. Teaching materials as a tool to assist in learning activities, so that their fulfilment must be in accordance with the desired competencies. Teaching materials include print media (extbooks, 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. References Min : 1. Sadjati, ida Malati. 2012. Pengembangan Bahan Ajar. In: Hakikat Bahan Ajar. Universitas Terbuka, Jakarta 2. Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud. 3. Wijaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Upaya Pembaharuan dalam Pendidikan dan Pengajaran . Bandung: Rosekolah mengahakarya. 4. Depdiknas. (2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Penulisan Bahar. Mar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Pendiakan Dasar . 2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Pendiakan Dasar . 2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Pendiakan Dasar . Learning References 1 Assessment Weight (%) Week- Final abilities of ach learning stuge Sugporters: Indicator Criteria & Form Offline \overlapsilon Online (online) Assessment Weight (%)																					i i
Course Description study, identify, analyze factors and procedures in developing feaching 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-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. References Main : 1. Sadjati, Ida Malati. 2012. Pengembangan Bahan Ajar. In: Hakikat Bahan Ajar. Universitas Terbuka, Jakarta 2. Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud Wahyudin, Dinn & Kartawinata, Handy. 1998. Penulisan Bahan Ajar. Jakarta: Depdikbud. 3. Wigaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Upaya Pembaharuan dalam Pendidikan dan Pengajaran . Bandung: Rosekolah menengahakarya 4. Depdiknas. (2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Learning methods, Student Assignments, [Estimated time] Learning methods, Student Assignments, [Stimaterials [References] Assessment Weight (%) Week Final abilities of each learning stage (sub-PO) Indicator Criteria & Form Offline { Online (online) Assessment Weight (%)																					
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2. Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud Wahyudin, Dinn & Kartawinata, Handy. 1998. Penulisan Bahan Ajar Jakarta: Depdikbud. 3. Wijaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Upaya Pembaharuan dalam Pendidikan dan Pengajaran. Bandung: Rosekolah menengahakarya 4. Depdiknas. (2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Supporters: Image: Supporting lecturer Prinal abilities of each learning stage (Sub-PO) Image: Indicator Criteria & Form Offline { Online (online) offline { offline } 1 0 Online (online) 1	Referen	ces	Main :																		
Supporting lecturer Dra. Siti Mutmainah, M.Pd. Week- stage (Sub-PO) Final abilities of each learning stage (Sub-PO) Evaluation Help Learning, Learning methods, Student Assignments, [Estimated time] Learning materials [References] Assessment Weight (%)			 Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud Wahyudin, Dinn & Kartawinata, Handy. 199 Penulisan Bahan Ajar . Jakarta: Depdikbud. Wijaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Upaya Pembaharuan dalam Pendidikan dan Pengajaran . Bandung: Rosekol menengahakarya 																		
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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	Criteria: according to the agreed rubric Form of Assessment : Participatory Activities, Portfolio Assessment	lectures, questions and answers, discussions, assignments. 2 X 50	offline	Material: meaning and concepts References: Sadjati, Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University, Jakarta Material: principles and concepts References: Sadjati. Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University,	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.	 Explain the role of teaching materials in learning in secondary schools. Identify types of printed and non-printed teaching materials that are relevant to secondary school learning. 	Criteria: according to the agreed rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	lectures, questions and answers, discussions, assignments. 3 X 50		Jakarta Material: principles and objectives References: Sadjati, Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University, Jakarta	5%
3	Analyze the factors and procedures for developing teaching materials	 Identify factors that must be considered in developing teaching materials. Analyze the procedures that must be followed in developing teaching materials 	Criteria: according to the agreed rubric Form of Assessment : Project Results Assessment / Product Assessment	lectures, questions and answers, discussions, assignments. 2 X 50	offline	Material: procedures for developing printed and non-printed fine arts teaching materials. Reference: Sadjati, Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University, Jakarta	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.	Criteria: Analyzing the similarities and differences in print- based teaching materials and their use, including modules/handouts/LKPD in learning in secondary schools. Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment / Profuct Assessment	discussions, questions and answers, assignments. 2 X 50	offline	Material: procedures for developing teaching materials Library: Ministry of National Education. (2006). Guidelines for Selecting and Preparing Materials. Jakarta: Directorate General of Primary and Secondary Education	10%

5	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. Analyzing the similarities and differences in print- based teaching materials and their uses 	Criteria: Analyzing the similarities and differences in print- based teaching materials and their use, including modules/handouts/LKPD in learning in secondary schools. Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	discussions, questions and answers, assignments. 2 X 50	offline	Material: procedures for developing teaching materials Library: Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education	5%
6	Understanding environmental space and the use of literature reviews in developing teaching materials.	 Identifying the environment for using the internet as a learning resource. Reviewing relevant (new) literature sourced from the internet. 	Criteria: according to the agreed rubric Form of Assessment : Participatory Activities, Portfolio Assessment	discussions, questions and answers, assignments. 2 X 50		Material: development of teaching materials Reader: Wijaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Reform Efforts in Education and Teaching. Bandung: Roschool secondary school	5%
7	Understanding environmental space and the use of literature reviews in developing teaching materials.	 Identifying the environment for using the internet as a learning resource. Reviewing relevant (new) literature sourced from the internet. 	Criteria: according to the agreed rubric Form of Assessment : Portfolio Assessment	discussions, questions and answers, assignments. 2 X 50		Material: development of teaching materials Reader: Wijaya, Cece; Djadja & Rusyan, Tabrani. 1990. Reform Efforts in Education and Teaching. Bandung: Roschool secondary school	10%
8	uts	 Understanding environmental space and the use of literature reviews in developing teaching materials. 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. Analyze the factors and procedures for developing teaching materials Analyzing the similarities and differences in print- based teaching materials and their uses 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. 	Criteria: able to create and present non-pinted teaching materials well that are relevant to learning at school Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	offline	online	Material: the role of teaching materials and various types of printed and non-printed teaching materials that are relevant in learning in secondary schools. Bibliography: Sadjati, Ida Malati. 2012. Development of Teaching Materials. In: The Nature of Teaching Materials. Open University, Jakarta	15%

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

- 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
- 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.
- 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 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.

- Forms of assessment: test and non-test.
 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.
 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.