



Universitas Negeri Surabaya
Faculty of Social and Political Sciences
History Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
DEVELOPMENT OF TEACHING MATERIALS	8720102208	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-6	CPL-S2 Demonstrate an attitude of upholding human values in the life of a heterogeneous and democratic society, nation and state
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PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology
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Program Objectives (PO)

PO - 1	Analyzing the concept of teaching materials
PO - 2	Analyzing models of transformation of teaching materials in line with curriculum developments
PO - 3	Analyzing models for developing printed teaching materials
PO - 4	Analyzing models for developing non-projected display teaching materials
PO - 5	Analyzing models for developing projected display teaching materials
PO - 6	Analyzing models for developing video teaching materials
PO - 7	Evaluate teaching material products provided by the government

PLO-PO Matrix

		P.O	PLO-6	PLO-8
		PO-1		
		PO-2		
		PO-3		
		PO-4		
		PO-5		
		PO-6		
		PO-7		

PO Matrix at the end of each learning stage (Sub-PO)

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		<table border="1"> <thead> <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> </thead> <tbody> <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> <tr><td>PO-3</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-4</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-5</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-6</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-7</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> </tbody> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																	PO-6																	PO-7																
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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. This course will provide knowledge and skills about various matters related to teaching materials. Matters 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	Main : 1. Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York (Jurnal Bahasa Inggris dari perpustakaan Universitas Negeri Malang) Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (Jurnal Bahasa Inggris dari perpustakaan Universitas Negeri Malang) Gronlund N.E & Linn R. (1990). Measurement and Evaluation Teaching. New York : Macmillan publishing company. (Jurnal Bahasa Inggris dari perpustakaan Universitas Negeri Malang) Hamalik, Oemar. (1986). Perencanaan pengajaran berdasarkan pendekatan sistem. Bandung : Martiana. Mbulu, J. 2002. Pengembangan Bahan Ajar. LTP FIP UM Malang: UM Press Supporters:																																																																																																																																																																								
Supporting lecturer	Dr. Agus Suprijono, M.Si. Dra. Sri Mastuti Purwaningsih, M.Hum. Septina Alrianingrum, S.S., M.Pd. Corry Liana, S.Pd., M.Pd. Riyadi, S.Pd., M.A. Dr. Izzatul Fajriyah, M.Pd. Dinar Rizky Listyaputri, 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	Basic concepts of teaching materials 1. Definition 2. Position 3. Scope	able to analyze the structure of history teaching materials. able to analyze the character of history teaching materials. able to analyze the development of history teaching materials	Form of Assessment : Participatory Activities	Lectures, discussions and questions and answers 2 X 50		Material: Basic concepts of teaching materials 1. Definition 2. Position 3. Scope Bibliography: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York (English Journal from the State University of Malang library)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Mesurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana. Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i>	4%
2	Curriculum period teaching materials 1. CBSA 2. KTSP 3. KBK 4. National Kurnas	able to analyze the structure of history teaching materials. able to analyze the character of history teaching materials. able to analyze the development of history teaching materials	Form of Assessment : Participatory Activities	Lectures, discussions and questions and answers 2 X 50		Material: Select the library source below then write down the learning material that covers the final abilities (sub CPMK) at this meeting . Reference:	5%

3	analysis of teaching materials for historical subjects	<p>Understand the meaning of history teaching materials □</p> <p>Understand the sources of history teaching materials □</p> <p>Understand the types of history teaching materials □</p> <p>Understand the purpose and benefits of history teaching materials</p>	<p>Criteria:</p> <p>5</p>	<p>Lecture, Question and Answer</p> <p>Lecturer shows examples of 2 X 50 teaching materials</p>		<p>Material: models for developing printed teaching materials, including: textbooks, modules, handouts, LKPD, and other forms of printed teaching materials.</p> <p>Reference: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York</i> <i>(Journal English from the Malang State University library)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Mesurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana. Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i></p>	0%
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4	analysis of teaching materials for historical subjects	<p>Understand the meaning of history teaching materials <input type="checkbox"/></p> <p>Understand the sources of history teaching materials <input type="checkbox"/></p> <p>Understand the types of history teaching materials <input type="checkbox"/></p> <p>Understand the purpose and benefits of history teaching materials</p>	<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lecture, Question and Answer Lecturer shows examples of 2 X 50 teaching materials</p>		<p>Material: models for developing printed teaching materials, including: textbooks, modules, handouts, LKPD, and other forms of printed teaching materials. Reference: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York</i> <i>(Journal English from the Malang State University library)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Mesurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana. Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i></p>	5%
5	Make steps to develop history teaching language	<p>Students are able to understand the steps of learning analysis to create teaching materials.</p>	<p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Lectures, questions and answers and lecturers bring core competencies and historical MAPEL indicators to be analyzed</p>		<p>Material: development model for non-projected display teaching materials, including: posters, photos,</p>	6%

					<p>infographics, historical maps and various other displays</p> <p>Library:</p> <hr/> <p>Material: development model for non-projected display teaching materials, including: posters, photos, infographics, historical maps and various other displays.</p> <p>Reference: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York</i> <i>(Journal English from the Malang State University library)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Mesurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana. Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i></p>	
6	Make steps to develop history teaching language	Students are able to understand	Form of Assessment :	Lectures, questions and answers	Material: development model for non-	5%

		<p>the steps of learning analysis to create teaching materials.</p>	<p>Project Results Assessment / Product Assessment</p>	<p>and lecturers bring core competencies and historical MAPEL indicators to be analyzed 2 X 50</p>		<p>projected display teaching materials, including: posters, photos, infographics, historical maps and various other displays Library: <hr/> Material: development model for non-projected display teaching materials, including: posters, photos, infographics, historical maps and various other displays. Reference: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York</i> <i>(Journal English from the Malang State University library)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Mesurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana.</i> <i>Mbulu, J. 2002. Development of Teaching Materials. LTP</i></p>	
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						FIP UM Malang: UM Press	
7	Make steps to develop history teaching language	Students are able to understand the steps of learning analysis to create teaching materials.	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, questions and answers and lecturers bring core competencies and historical MAPEL indicators to be analyzed 2 X 50		Material: projected display teaching material development model, including: tutorials and other presentations References: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York (English Journal from the State University of Malang library)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Mesurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana. Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i>	7%
8	UTS	UTS	Criteria: Form of Assessment : Project Results Assessment / Product Assessment, Test	2 X 50			15%

9	Understanding teaching material development models	. <input type="checkbox"/> Each student must master a model for developing teaching materials.	Form of Assessment : Participatory Activities	Lectures, questions and answers and discussions regarding the model and steps for developing 2 X 50 teaching materials		<p>Material: models for developing video teaching materials such as: tutorials, simulations, reviews, and other forms of video.</p> <p>Reference: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York (English Journal from the State University Library Malang)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Mesurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana.</i> <i>Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i></p>	7%
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10	Understanding teaching material development models	. □ Each student must master a model for developing teaching materials.		Lectures, questions and answers and discussions regarding the model and steps for developing 2 X 50 teaching materials		<p>Material: models for developing video teaching materials such as: tutorials, simulations, reviews, and other forms of video.</p> <p>Reference: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York (English Journal from the State University Library Malang)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Mesurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana. Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i></p>	5%
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11	Understanding teaching material development models	. □ Each student must master a model for developing teaching materials.	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, questions and answers and discussions regarding the model and steps for developing 2 X 50 teaching materials		Material: models for developing video teaching materials such as: tutorials, simulations, reviews, and other forms of video. Reference: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York (English Journal from the State University Library Malang)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Mesurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana.</i> <i>Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i>	5%
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12	Understanding teaching material development models	. □ Each student must master a model for developing teaching materials.	Form of Assessment : Project Results Assessment / Product Assessment	Lectures, questions and answers and discussions regarding the model and steps for developing 2 X 50 teaching materials		<p>Material: Teaching material product documents including teacher's books, student's books, and examples of standard LKPD.</p> <p>Library: Banathy, Bela H, (1972), <i>Instructional technology in Higher Education</i>, McGraw-hill, New York (English Journal from the Malang State University library) Gagne R, and Briggs, I. (1986). <i>Principles of Instructional Design</i>. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library) Gronlund NE & Linn R. (1990). <i>Mesurement and Evaluation Teaching</i>. New York : Macmillan publishing company. (English Journal from the Malang State University library) Hamalik, Oemar. (1986). <i>Teaching planning based on a systems approach</i>. Bandung: Martiana. Mbulu, J. 2002. <i>Development of Teaching Materials</i>. LTP FIP UM Malang: UM Press</p>	5%
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13	Understanding teaching material development models	. □ Each student must master a model for developing teaching materials.	Form of Assessment : Project Results Assessment / Product Assessment	Lectures, questions and answers and discussions regarding the model and steps for developing 2 X 50 teaching materials		<p>Material: Teaching material product documents including teacher's books, student's books, and examples of standard LKPD.</p> <p>Library: Banathy, Bela H, (1972), <i>Instructional technology in Higher Education</i>, McGraw-hill, New York (English Journal from the Malang State University library) Gagne R, and Briggs, I. (1986). <i>Principles of Instructional Design</i>. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library) Gronlund NE & Linn R. (1990). <i>Mesurement and Evaluation Teaching</i>. New York : Macmillan publishing company. (English Journal from the Malang State University library) Hamalik, Oemar. (1986). <i>Teaching planning based on a systems approach</i>. Bandung: Martiana. Mbulu, J. 2002. <i>Development of Teaching Materials</i>. LTP FIP UM Malang: UM Press</p>	5%
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14	Understanding teaching material development models	. □ Each student must master a model for developing teaching materials.	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, questions and answers and discussions regarding the model and steps for developing 2 X 50 teaching materials		Material: Teaching material product documents including teacher's books, student's books, and examples of standard LKPD. Library: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York (English Journal from the Malang State University library)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Measurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana.</i> <i>Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i>	5%
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15	Understanding teaching material development models	. □ Each student must master a model for developing teaching materials.	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, questions and answers and discussions regarding the model and steps for developing 2 X 50 teaching materials		Material: Teaching material product documents including teacher's books, student's books, and examples of standard LKPD. Library: <i>Banathy, Bela H, (1972), Instructional technology in Higher Education, McGraw-hill, New York (English Journal from the Malang State University library)</i> <i>Gagne R, and Briggs, I. (1986). Principles of Instructional Design. New York : Holt, Rinehart and Wiston, (English Journal from the State University of Malang library)</i> <i>Gronlund NE & Linn R. (1990). Measurement and Evaluation Teaching. New York : Macmillan publishing company. (English Journal from the Malang State University library)</i> <i>Hamalik, Oemar. (1986). Teaching planning based on a systems approach. Bandung: Martiana. Mbulu, J. 2002. Development of Teaching Materials. LTP FIP UM Malang: UM Press</i>	5%
16			Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	discussion and questions and answers regarding the steps for developing 2x50 teaching materials			21%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	40.5%
2.	Project Results Assessment / Product Assessment	52%
3.	Test	7.5%
		100%

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 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.