



Universitas Negeri Surabaya
Faculty of Engineering
, Information Technology Education Undergraduate Study
Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
Game Programming	8320703061		T=3	P=0	ECTS=4.77	5	July 17, 2024																																
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																	
				Drs. Bambang Sujatmiko, M.T.																																	
Learning model	Project Based Learning																																						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																						
	PLO-8	Mastering the concepts and implementation in developing software engineering, games, intelligent multimedia, and network computer engineering.																																					
	PLO-13	Able to develop innovative educational products or learning resources using scientific design-based strategies to support teaching activities that can be integrated with ICT.																																					
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin: auto;"> <tr> <td style="width: 30%;">P.O</td> <td style="width: 30%;">PLO-8</td> <td style="width: 30%;">PLO-13</td> </tr> </table>						P.O	PLO-8	PLO-13																													
P.O	PLO-8	PLO-13																																					
PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course is a study and understanding of game development which includes understanding, concepts, design and implementation in the field of education. Supporting applications used in the teaching and learning process use Flash, Unity and Blender.																																						
References	Main :																																						
	<ol style="list-style-type: none"> 1. Novak, Jeannie. 2012. Game Development Essentials: An Introduction, Third Edition. Delmar, Cengage Learning. USA 2. Chronister, James. 2011. Blender Basics Classroom Tutorial Book 4th Edition 3. Blackman, Sue. Beginning 3D Game Development with Unity 4 Second Edition. Apress 4. www.blender.org 5. http://unity3d.com 6. www.youtube.com 																																						
	Supporters:																																						
Supporting lecturer	I Gusti Lanang Putra Eka Prisma, S.Kom., M.Kom. Bonda Sisephaputra, M. Kom.																																						
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			Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30%	Model: Problem Based Learning Method: 3 X 50 Presentation			0%
2	Students can explain the function of geometric transformations on objects	1.Students' ability to understand 2.Student activity in discussions	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30%	Model: Problem Based Learning Method: 3 X 50 Presentation			0%
3	Students are able to understand platforms and player modes	1.Students can explain: Game platforms 2.Player modes	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation			0%
4	Students are able to understand goals and genres	1.Students can explain: The purpose of making games 2.Types of game genres	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation			0%
5	Students are able to understand the game user domain	1.Students can explain: Player motivation 2.Player demographics	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation			0%
6	Students are able to understand story and character creation	1.Students can explain: Story development 2.Character developmnet	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation			0%
7	Students are able to understand the making of game rules	Students can explain: 1. Making game rules 2. Making game documentation	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation			0%
8	Students are able to understand level design	1.Students can explain: structure 2.time 3.space	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation			0%
9	Students are able to understand interface design	1.Students can explain: Interface types 2.Game features 3.Usability	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP)(3xT)(2xUTS)(3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation			0%

10	Students are able to understand the format and types of audio in games	1.Students can explain: Sound effect 2.Voiceover 3.Music	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation		0%
11	Students are able to understand the role of teams in game development	1.Students can explain: Company roles 2.Team roles 3.Tools	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation		0%
12	Students are able to understand the stages in game development	1.Students can explain: Development phases 2.Management	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation		0%
13	Students are able to understand marketing concepts	1.Students can explain: advertising 2.public relations 3.promotion 4.sales	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation		0%
14	Students are able to understand the concept of customer support	Students can explain: 1. Official website 2. Tutorial 3. Social networking 4. Blog	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation		0%
15	Students are able to understand the concept of customer support	Students can explain: 1. Official website 2. Tutorial 3. Social networking 4. Blog	Criteria: 1.Participation = 20% 2.Tasks = 30% 3.UTS = 20% 4.UAS = 30% 5.NA = ((2xP) (3xT)(2xUTS) (3xUAS))/10	Model: Problem Based Learning Method: 3 X 50 Presentation		0%
16	UAS			3 X 50		0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.

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.