



**Universitas Negeri Surabaya**  
**Faculty of Engineering**  
**, Information Technology Education Undergraduate 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>																																													
Learning Media and Tik	8320703052		T=3 P=0 ECTS=4.77	2	July 18, 2024																																													
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																														
	.....		.....	Drs. Bambang Sujatmiko, M.T.																																														
<b>Learning model</b>	Project Based Learning																																																	
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="16"></td> </tr> </table>					P.O																																											
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	PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">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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<b>Short Course Description</b>	Understanding of media and ICT as tools in learning. Utilization of authoring software to design ICT and e-learning multimedia based learning materials. Able to create multimedia-based learning media and design e-learning content to support subjects in vocational schools in RPL, TKJ and Multimedia areas of expertise.																																																	
<b>References</b>	<b>Main :</b>																																																	
	1. Ekohariadi, Kurniawan, I.F & Putra, R.E. (2015). Pemrograman Visual menggunakan Scratch. Surabaya: Unipress Unesa. 2. Ekohariadi, Kurniawan, I.F & Putra, R.E. (2015). Lembar Kegiatan Mahasiswa Scratch. Surabaya: FT Unesa. 3. Ekohariadi, Kurniawan, I.F & Putra, R.E. (2015). Pembuatan Media Pembelajaran dengan Adobe Captivate 9. Surabaya: Unipress Unesa.																																																	
	<b>Supporters:</b>																																																	
<b>Supporting lecturer</b>	Prof. Dr. Ekohariadi, M.Pd. Dr. Meini Sondang Sumbawati, M.Pd. Dr. Yeni Anistiyasari, S.Pd., M.Kom.																																																	
<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>																																													
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																											

1	Students are able to understand the Scratch programming tool.	<ol style="list-style-type: none"> <li>1. Investigate the Scratch programming environment</li> <li>2. Implement various types of operator command blocks and arithmetic functions.</li> </ol>	<b>Criteria:</b> –	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practical 3 X 50		0%
2	Students are able to apply various kinds of movement and image commands.	<ol style="list-style-type: none"> <li>1. Investigate gestures in Scratch and pen commands.</li> <li>2. Move the sprite around the stage.</li> <li>3. Draw geometric patterns.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practicum 3 X 50		0%
3	Students are able to apply a variety of commands in the display and sound palette.	<ol style="list-style-type: none"> <li>1. Create animations and image effects.</li> <li>2. Learn how layers work.</li> <li>3. Play sound.</li> <li>4. Create musical compositions.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practicum 3 X 50		0%
4	Students are able to create procedures.	<ol style="list-style-type: none"> <li>1. Implement message broadcasting to coordinate sprite behavior</li> <li>2. Implement message broadcasting to implement procedures</li> <li>3. Apply structured programming techniques</li> <li>4. Create your own procedures</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and Practicum 3 X 50		0%
5	Students are able to create variables	<ol style="list-style-type: none"> <li>1. Describes the data types that Scratch supports</li> <li>2. Create and manipulate variables</li> <li>3. Obtain input from users.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practicum 3 X 50		0%
6	Students are able to make logical decision statements.	<ol style="list-style-type: none"> <li>1. Apply (if) and if/if not (if/else) blocks to select alternatives</li> <li>2. Create logical statements to evaluate certain conditions</li> <li>3. Controlling the flow of branching statements.</li> </ol>		Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practicum 3 X 50		0%

7	Students are able to make repetitions.	<ol style="list-style-type: none"> <li>1. Implement a loop structure to execute statements repeatedly.</li> <li>2. Implement variable and event control loops.</li> <li>3. Implement procedures that can call themselves via recursion.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and Practicum 3 X 50			0%
8	Sub-Summative Exam / Midterm Exam	Sub-Summative Exam / Midterm Exam	<b>Criteria:</b> Sub-Summative Exam / Midterm Exam	Sub-Summative Exam / Midterm Exam 3 X 50			0%
9	Students are able to explain the work environment in Captivate.	<ol style="list-style-type: none"> <li>1. Describes the Adobe Captivate interface environment</li> <li>2. Explains the flow of content production development.</li> </ol>		Approach: Scientific Model: Cooperative Method: Group Discussion, Presentation, and Reflection 3 X 50			0%
10	Students are able to create applications using the components in Captivate.	<ol style="list-style-type: none"> <li>1. Explains the components in Captivate 9</li> <li>2. Operating components in Captivate 9.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and Practicum 3 X 50			0%
11	Students are able to create recording projects in Captivate.	<ol style="list-style-type: none"> <li>1. Explain how to create a scenario</li> <li>2. Implement application preparation for recording</li> <li>3. Implement audio recording</li> <li>4. Implement video recording.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practicum 3 X 50			0%
12	Students are able to create applications using objects in Captivate.	<ol style="list-style-type: none"> <li>1. Implemented the use of standard objects in Captivate</li> <li>2. Implementing the use of interactive objects in Captivate.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practicum 3 X 50			0%

13	Students are able to create applications using multimedia in Captivate.	<ol style="list-style-type: none"> <li>1.Implemented the use of external animation files in the project</li> <li>2.Implemented the use of external audio files in the project</li> <li>3.Implemented the use of external video files in the project</li> <li>4.Implement the use of closed captions on projects.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practicum 3 X 50			0%
14	Students are able to apply advanced and variable action features in Captivate.	<ol style="list-style-type: none"> <li>1.Working with variables</li> <li>2.Work with follow-up actions.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practicum 3 X 50			0%
15	Students are able to create quizzes in Captivate.	<ol style="list-style-type: none"> <li>1.Implement the use of question slides</li> <li>2.Implement the use of multiple choice questions</li> <li>3.Implement the use of matching questions</li> <li>4.Implement the use of short answer questions</li> <li>5.Implement the use of true/false questions</li> <li>6.Implement the use of fill-in-the-blank questions</li> <li>7.Implement the use of hotspot questions</li> <li>8.Implement the use of sequence questions.</li> </ol>	<b>Criteria:</b> null	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practicum 3 X 50			0%
16	Summative Exam / Final Semester Exam	Summative Exam / Final Semester Exam	<b>Criteria:</b> Summative Exam / Final Semester Exam	Summative Exam / Final Exam Semester 3 X 50			0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
		0%

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.