



**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>																																											
Development of Teaching Materials	8320702124		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>																																												
	.....		.....			Drs. Bambang Sujatmiko, M.T.																																												
<b>Learning model</b>	Project Based Learning																																																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																	
	<b>PLO-7</b>	Mastering concepts, innovative learning models, and teaching programs in information technology relevant to the latest technological developments.																																																
	<b>PLO-14</b>	Able to develop teaching programs in information technology according to the applicable curriculum.																																																
	<b>Program Objectives (PO)</b>																																																	
	<b>PLO-PO Matrix</b>																																																	
		<table border="1" style="margin: auto;"> <tr> <td style="width: 33%;">P.O</td> <td style="width: 33%;">PLO-7</td> <td style="width: 33%;">PLO-14</td> </tr> </table>			P.O	PLO-7	PLO-14																																											
	P.O	PLO-7	PLO-14																																															
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																		
	<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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
<b>Short Course Description</b>	Discusses the meaning of teaching materials, types of teaching materials and their systematics, procedures for developing printed teaching materials based on the learning media development model.																																																	
<b>References</b>	<b>Main :</b>																																																	
	1. Mustaji. 2013. Media Pembelajaran . Surabaya: Unipress Unesa 2. Newby, Timothy J., Donald A. Stepich, James D. Lehman, James D. Russell, Anne Ottenbreit-Leftwich. 2009. Educational Technology for teaching and Learning . Ed. ke-4. Pearson; Boston																																																	
	<b>Supporters:</b>																																																	
<b>Supporting lecturer</b>	Dr. Yeni Anistyasari, 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	Understand the context of printed teaching materials in an Educational Technology setting	Exploration of printed teaching materials as a critical and open field of educational technology		Problem-based learning 2 X 50			0%
2							0%
3	Understand the learning module	Identify the definition of learning modules. Discuss in groups fairly and openly about the characteristics of learning modules. Explain the framework and procedures for preparing learning modules	<b>Criteria:</b> 1. Individual/Group (30% weight) 2. Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)	Problem Based Learning. 4 X 50 question and answer assignment discussion lecture			0%
4	Analyzing the steps for preparing learning modules	Exploring the processes and procedures related to the steps in preparing learning modules based on various sources	<b>Criteria:</b> 1. Individual/Group Assignments (30% weight) 2. Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)	lecture, question and answer discussion Problem-based learning 2 X 50			0%
5	Analyze the definition, function and characteristics of handouts	Identify the implementation Definition, function and characteristics of handouts		lectures, discussions, assignments Problem-based learning 2 X 50			0%
6	Describes the steps for compiling and systematics of handouts	Synthesize patterns and procedures for preparing and systematic handouts through various creative and original approaches and steps		lectures, discussions Problem-based learning 2 X 50			0%
7	Students are able to understand posters as printed teaching materials	1. Students are able to explain the definition of a poster 2. Students are able to explain the benefits of posters 3. Students are able to explain the types of posters	<b>Criteria:</b> Highest score	problem-based learning 2 X 50			0%
8	UTS			2 X 50			0%

9	Students are able to understand worksheets as teaching materials	<ol style="list-style-type: none"> <li>1. Students are able to explain the definition of LKS</li> <li>2. Students are able to explain the function of the LKS</li> <li>3. Students are able to explain the framework for preparing LKS</li> </ol>	<b>Criteria:</b> Highest Score	Problem-based Learning 2 X 50			0%
10	Students are able to develop textbooks	<ol style="list-style-type: none"> <li>1. Students are able to explain the definition of the textbook</li> <li>2. Students are able to explain the types of textbooks</li> <li>3. Students are able to explain the components of the textbook</li> </ol>	<b>Criteria:</b> Highest score	Problem-based learning 2 X 50			0%
11	Students are able to develop textbooks	Students are able to explain and apply the steps for preparing textbooks	<b>Criteria:</b> Textbooks without ISBN Textbooks with ISBN	Problem Based Learning, lectures, discussions and assignments 2 X 50			0%
12	Students are able to develop textbooks with ISBN	<ol style="list-style-type: none"> <li>1. Students are able to explain the definition of ISBN</li> <li>2. Students are able to explain the function of ISBN</li> <li>3. Students are able to explain ISBN registration</li> </ol>	<b>Criteria:</b> Successful Not successful	Project-based learning 2 X 50			0%
13	Students are able to carry out ISBN Textbook Development projects	Students are able to carry out ISBN Textbook Development projects	<b>Criteria:</b> Performance Success	Project-based Learning 2 X 50			0%
14	Students are able to carry out ISBN Textbook Development projects	Students are able to carry out ISBN Textbook Development projects	<b>Criteria:</b> Performance Success	Project-based Learning 2 X 50			0%
15	Students are able to carry out ISBN Textbook Development projects	Students are able to carry out ISBN Textbook Development projects	<b>Criteria:</b> Performance Success	Project-based Learning 2 X 50			0%
16	Final exams			2 X 50			0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
		0%

## 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.