



Universitas Negeri Surabaya
Faculty of Engineering,
Mechanical Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Teaching Materials	8320302232	Basic Skills MK	T=2	P=0	ECTS=3.18	4	April 27, 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 which is charged to the course																
PLO-5	Have social competence and personality competence in mechanical engineering education																
PLO-6	Able to apply and analyze pedagogical competencies in mechanical engineering education continuously throughout life																
PLO-9	Able to carry out research in the field of mechanical engineering																
Program Objectives (PO)																	
PO - 1	Course Learning Outcomes/Knowledge Competencies: Students are able to design and compile teaching materials that are oriented towards the development of Mechanical Engineering Education																
PLO-PO Matrix																	
	P.O	PLO-5	PLO-6	PLO-9													
	PO-1																
PO Matrix at the end of each learning stage (Sub-PO)																	
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																

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. 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.
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References	<p>Main :</p> <ol style="list-style-type: none"> Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview . Theory into Practice, (41) 4:212-26 . Depdiknas. (2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah. Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud . Wahyudin, Dinn & Kartawinata, Handy. 1998. Penulisan Bahan Ajar . Jakarta: Depdikbud Wijaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Upaya Pembaharuan dalam Pendidikan dan Pengajaran . Bandung: Rosdakarya <p>Supporters:</p>
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Supporting lecturer	Dr. Dewanto, M.Pd. Dr. Theodorus Wiyanto Wibowo, M.Pd. Nur Aini Susanti, S.Pd., M.Pd. Muamar Zainul Arif, S.Pd., M.Pd.
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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	Introduction to Courses in the Development of Teaching Materials and Lecture Journals	- Have an initial orientation about the course - Know the scope of the course - Know the objectives of the course - Know the position of the course in supporting the curriculum and learning	Criteria: 1.- Attitude assessment rubric (attached) 2.- Suitability of answers Form of Assessment : Participatory Activities	Expository, question and answer, discussion 2 X 50	Expository, question and answer, discussion 2 X 50	Material: Reorientation of lectures and learning contracts Reference: <i>Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.</i>	2%
2	- Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in learning - Modules - Textbooks	- Explain the role of teaching materials in learning - Identify types of printed and non-printed teaching materials that are relevant to learning - Identify teaching materials in the form of modules and textbooks	Criteria: 1.- Attitude assessment rubric (attached) 2.- Performance assessment rubric 3.- Answer sheet Form of Assessment : Participatory Activities	Expository, question and answer, FGD, presentation, assignment 2 X 50		Material: Role and teaching materials in learning, definition of modules and textbooks, strengths and weaknesses of modules and textbooks Library: <i>Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.</i>	2%
3	- Students are able to identify factors that must be considered in developing module teaching materials and textbooks - Students are able to analyze the procedures that must be followed in developing module teaching materials and textbooks	- Identifying factors that must be considered in developing module teaching materials and textbooks - Analyzing the procedures that must be followed in developing module teaching materials and textbooks	Criteria: 1.- Performance assessment rubric 2.- Answer sheet 3.- Suitability of answers 4.- the results of module products or textbooks	- knowledge assessment - skills assessment (performance performance) - project assessment (process and product) - attitude assessment 2 X 50			0%
4	- Analyzing the similarities and differences in print-based teaching materials and their uses - Developing worksheets	Comparing (similarities and differences) the use of modules and LKS/LKPD in learning	Criteria: - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Demonstration, question and answer, discussion 2 X 50			0%
5	Analyzing Jobsheet-based teaching materials and their use	Comparing Jobsheet-based teaching materials with LKS and modules	Criteria: - Attitude assessment rubric (attached) - Performance assessment rubric Product assessment rubric	Expository, simulation, demonstration, presentation, question and answer, assignment 2 X 50			0%
6	Understand the development environment, use of job sheets in learning, advantages, disadvantages and job sheet formats	- Identifying the scope of using Jobsheets in learning, advantages, disadvantages, and jobsheet formats - Reviewing relevant literature (which has novelty) sourced from the internet regarding the development and use of Jobsheets	Criteria: 1.- Attitude assessment rubric (attached) 2.- Answer sheet	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50			0%
7	Understand the meaning, advantages, disadvantages, and create a Jobsheet	Identify meaning, advantages, disadvantages, and create a Jobsheet	Criteria: 1.- Attitude assessment rubric (attached) 2.- Answer sheet	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50			0%
8	UTS			2 X 50			0%

9	Applying the stages/steps for developing labsheet teaching materials	- Designing the development of labsheet teaching materials to be used in learning at school - Implementing the stages of developing teaching materials systematically - Providing input/suggestions/improvements	Criteria: - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		0%
10	Implement the stages/steps for developing Labsheet teaching materials	- Implement the stages of developing Labsheet teaching materials 2) Provide input/suggestions/improvements	Criteria: - Attitude assessment rubric (attached)	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		0%
11	Implement the stages/steps for developing handout teaching materials	Implementing the stages of developing handout teaching materials. Providing input/suggestions/improvements/feedback	Criteria: - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		0%
12	Implement the stages/steps for developing handout teaching materials	- Implement the stages of developing handout teaching materials - Provide input/suggestions/improvements	Criteria: - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		0%
13	Implement the stages/steps for developing teaching materials in the form of video tutorials	- Implement the stages of developing teaching materials in the form of video tutorials - Provide input/suggestions/improvements	Criteria: - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		0%
14	Applying the stages/steps for developing video tutorial teaching materials	- Implement the stages of developing video tutorial teaching materials - Provide input/suggestions/improvements	Criteria: - Attitude assessment rubric (attached) - Performance assessment rubric - Product assessment rubric	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		0%
15	Summarizing all the stages of developing teaching materials (print/non-print) Creating modules for 1 Basic Competency according to the vocational school curriculum	Implementing the stages of developing teaching materials systematically (publishing)	Criteria: Students get maximum marks if the manufacturing process is carried out correctly and the product produced is appropriate	Presentation, reflection 2 X 50		0%
16						0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4%
		4%

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** 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

