	Universitas Negeri Surabaya Faculty of Education, Early Childhood Education Teacher Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Video Media Development *)	8620702093		T=2	P=0	ECTS=3.18	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Kartika Rinakit Adhe, S.Pd., M.Pd.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	This course examines the concept of benefits, objectives, principles of characteristics of early childhood media, design of early childhood learning media and applications of early childhood learning media. Students can design, create and develop learning videos/educational videos, especially videos for PAUD

References	Main :	
	1.	Briggs L.1977. Instructional Media .Pittsburg: AIR. Alessi, S.M. & Trollip, S.R. 2001. Multimedia for learning: methods and development. 3nd ed. USA: Peason Education Arif S Sadiman. 2003. Media Pendidikan. Pengertian, Pengembangan, dan Pemanfaatannya. Jakarta: PT. Raja Grafindo. Azhar Arsyad. 2004. Media Pembelajaran . Jakarta: PT. Raja Grafindo Persada. Cheppy Riyana. 2007. Pedoman Pengembangan Media Video . Jakarta: P3AI UPI. Daryanto . 2010. Media Pembelajaran. Yogyakarta: Gava Media.
	Supporters:	

Supporting lecturer	Nur Ika Sari Rakhmawati, S.Pd., M.Pd. Eka Cahya Maulidiyah, S.Pd., 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	Students understand the difference between AUD educational videos and educational videos outside of preschool	Students understand the meaning of learning videos	**Criteria:** Student initiative to ask, student initiative to answer, student initiative to answer peer questions	Lectures, questions and answers, and discussions 2 X 50			0%
2	Students understand various designs for developing PAUD learning videos	Students understand various designs for developing PAUD learning videos	**Criteria:** Student initiative to ask, student initiative to answer, initiative to answer peer questions	Lectures, questions and answers, and discussions 2 X 50			0%
3	Students understand various designs for developing PAUD learning videos	Students understand various designs for developing PAUD learning videos	**Criteria:** Student initiative to ask, student initiative to answer, initiative to answer peer questions	Lectures, questions and answers, and discussions 2 X 50			0%
4	Students understand various designs for developing PAUD learning videos	Students understand various designs for developing PAUD learning videos	**Criteria:** Student initiative to ask, student initiative to answer, initiative to answer peer questions	Lectures, questions and answers, and discussions 2 X 50			0%
5	Students are able to make PAUD videos	Students are able to make PAUD videos		Lectures, questions and answers, and discussions 2 X 50			0%
6	Students are able to make PAUD videos	Students are able to make PAUD videos		Lectures, questions and answers, and discussions 2 X 50			0%
7	Students are able to make PAUD videos	Students are able to make PAUD videos		Lectures, questions and answers, and discussions 2 X 50			0%
8				2 X 50			0%
9	Students are able to analyze PAUD videos	Students are able to analyze PAUD videos	**Criteria:** Student initiative to ask, student initiative to answer, student initiative to answer peer questions	Lectures, questions and answers, discussions 2 X 50			0%
10	Students are able to analyze PAUD videos	Students are able to analyze PAUD videos	**Criteria:** Student initiative to ask, student initiative to answer, student initiative to answer peer questions	Lectures, questions and answers, discussions 2 X 50			0%
11	Students can develop PAUD videos	Students can develop PAUD videos	**Criteria:** Student initiative to ask, student initiative to answer, student initiative to answer peer questions	Lectures, questions and answers, and discussions 2 X 50			0%

			Criteria				
12	Students can develop PAUD videos	Students can develop PAUD videos	**Criteria:** Student initiative to ask, student initiative to answer, student initiative to answer peer questions	Lectures, questions and answers, and discussions 2 X 50			0%
13	Students are able to analyze PAUD video development	Students are able to analyze PAUD video development	**Criteria:** Student initiative to ask, student initiative to answer, student initiative to answer peer questions	Lectures, questions and answers, discussions 2 X 50			0%
14	Students are able to analyze PAUD video development	Students are able to analyze PAUD video development	**Criteria:** Student initiative to ask, student initiative to answer, student initiative to answer peer questions	Lectures, questions and answers, discussions 2 X 50			0%
15	Students are able to analyze PAUD video development	Students are able to analyze PAUD video development	**Criteria:** Student initiative to ask, student initiative to answer, student initiative to answer peer questions	Lectures, questions and answers, discussions 2 X 50			0%
16				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.