	Universitas Negeri Surabaya Vocational Faculty, D4 Informatics Management Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Game Application Development	5730102185		T=2	P=0	ECTS=3.18	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 The output of the Game Application Development Course is the student's ability to build a game (digital-based game) with content that can be adapted to the needs of society or industry.
	PLO-PO Matrix

P.O
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	This course is a study and understanding of game application 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 :**

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	Dodik Arwin Dermawan, S.ST., S.T., M.T.

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							0%
2							0%
3	Students are able to understand platforms and player modes	1.Students can explain: Game application 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 creating a game application 2.Types of genres in game applications	**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 user domain of game applications	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 game applications	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 developing game applications	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 application 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							0%
16							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.