



**Universitas Negeri Surabaya  
Vocational Faculty,  
D4 Informatics Management 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>																																
Human and Computer Interaction	99995740102149		T=2	P=0	ECTS=3.18	2	July 17, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
	.....		.....			Dodik Arwin Dermawan, S.ST., S.T., 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																																						
		P.O																																					
<b>Short Course Description</b>	This course teaches about interaction between humans and computers, about the development of human-computer interaction, creating good interfaces in making programs, future trends in human-computer interaction.																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 20%; text-align: center;">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
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
<b>References</b>	<b>Main :</b> 1. Dix, Alan et.al, HUMAN-COMPUTER INTERACTION, 2nd Edition, Prentice Hall, Europe, 1998. 2. Newman, W. M and Lamming, M. G, Interactive System Design, Addison Wesley, Cambrigde, Great Britain, 1995. 3. P. Insap Santoso, Interaksi Manusia dan Komputer : Teori dan Praktek, Andi Offset, Yogyakarta, 2004. 4. Raskin, J, The Human Interface, Addison Wesley, 2000 5. Shneiderman, B, Designing The User Interface, 3rd Edition, Addison Wesley, 1998 6. Sutcliffe, A. G., HUMAN-COMPUTER INTERFACE DESIGN, 2ND Edition, MacMillan, London, 1995.																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Ari Kurniawan, S.Kom., M.T. 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	Students are able to recognize the basic concepts of Human and Computer Interaction	1. Explain the scope of the IMK course. 2. Explain the why and what of IMK	<b>Criteria:</b> Student participation during question and answer time	Presentation, group discussion and reflection 2 X 50			0%																																

2	Students are able to recognize the basic concepts of Human and Computer Interaction	1. Mention who is involved in IMK. 2. Explain the concept and basis of IMK	<b>Criteria:</b> Student participation during question and answer time	Presentation, group discussion and reflection 2 X 50			0%
3	Students are able to understand the principles of usability, process design and human capabilities	1.Explain the principles of usability 2.Distinguishing human abilities in making good and bad designs 3.Understand the sensing and motor systems found in humans 4.Explain the characteristics of memory 5.Explains human processes, observations and problem solving	<b>Criteria:</b> Student participation during question and answer time	Presentation, group discussion and reflection 2 X 50			0%
4	Students are able to carry out analysis in completing assignments	1.Explain Task Analysis techniques 2.Understand the types of task analysis, sources and uses of information 3.Understand input and output 4.Understand data collection tools and represent data	<b>Criteria:</b> Assessment of the selection of case studies taken and the systematicity of their completion using task analysis	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%
5	Students are able to carry out analysis in completing assignments	1.Explain Task Analysis techniques 2.Understand the types of task analysis, sources and uses of information 3.Understand input and output 4.Understand data collection tools and represent data	<b>Criteria:</b> Assessment of the selection of case studies taken and the systematicity of their completion using task analysis	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%

6	Students are able to describe various types of dialogue	1. Understand dialog design 2. Explain dialog style 3. Understand command language and related concepts such as attributes, advantages, risks, and design objectives 4. Recognize the forms of WIMP, DM, PDA & pen, Speech 5. Explain the types and design of tools in User Interface Software 6. Explain the user interface toolkit 7. Explain the GUI builder tools	<b>Criteria:</b> Assessment of the selection of case studies taken and the systematicity of their completion using task analysis	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%
7	Students are able to design a display	1. Explain how to design an interface 2. Provide an overview of the process of designing an interface 3. Select an approach model 4. Determine interface components 5. Determine the type of dialogue 6. Describe design documentation	<b>Criteria:</b> Pay attention to the number of types of dialogue used and the number of LKTS (display worksheets) that will be created.	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%
8	Doing UTS questions			Written test 2 X 50			0%
9	Students are able to explain Kbeer9 various kinds of interactive devices	1. Explain interactive devices 2. Mention various types of interactive devices 3. Mention various I/O devices	<b>Criteria:</b> Student participation during question and answer time	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%
10	Students are able to explain ergonomic aspects	1. Understand ergonomic aspects 2. Describe the work station	<b>Criteria:</b> Student participation during question and answer time	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%
11	Students are able to explain ergonomic aspects	1. Understand health aspects 2. Describe the ergonomic design of work stations	<b>Criteria:</b> A written report of an assignment that describes the ergonomic aspects of a workstation	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%

12	Students are able to carry out analysis in completing assignments	1.Explain Task Analysis techniques 2.Understand the types of task analysis, sources and uses of information 3.Understand input and output 4.Understand data collection tools and represent data	<b>Criteria:</b> Assessment of the selection of case studies taken and the systematicity of their completion using task analysis	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%
13	Students are able to carry out analysis in completing assignments	1.Explain Task Analysis techniques 2.Understand the types of task analysis, sources and uses of information 3.Understand input and output 4.Understand data collection tools and represent data	<b>Criteria:</b> Assessment of the selection of case studies taken and the systematicity of their completion using task analysis	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%
14	Students are able to carry out analysis in completing assignments	1.Explain Task Analysis techniques 2.Understand the types of task analysis, sources and uses of information 3.Understand input and output 4.Understand data collection tools and represent data	<b>Criteria:</b> Assessment of the selection of case studies taken and the systematicity of their completion using task analysis	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%
15	Students are able to carry out analysis in completing assignments	1.Explain Task Analysis techniques 2.Understand the types of task analysis, sources and uses of information 3.Understand input and output 4.Understand data collection tools and represent data	<b>Criteria:</b> Assessment of the selection of case studies taken and the systematicity of their completion using task analysis	Presentations, discussions, assignments, exercises, searching for library sources and other references and reflection 2 X 50			0%
16							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.