SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Arts Learning Design and Technology	8810902834		**T=2**	**P=0**	**ECTS=4.48**	1	February 5, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Martadi, M.Pd	Dr. Trisakti, M.Si	Dr. Anik Juwariyah, M.Si.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)

PO - 1	Understanding the scope of lecture substance. Understanding new learning and learning paradigms
PO - 2	Identifying the concepts of learning and learning theories Understanding the principles of learning design and technology as a system (Instructional System Design) Identifying learning design models
PO - 3	5-6 Analyzing the process and stages of learning design and technology as a system (Instructional System Design) 1. Analyzing the design process and learning technology 2. Arranging the stages of learning design and technology 1. Design process and learning technology and 2. Stages of learning design and technology Group Assignments (journal analysis), presentations and discussions Books 7, 8, 9 2 x 50" Understanding the process and stages of learning design and technology
PO - 4	Identify learning design and technology models and be able to study them as systems (Instructional System Design)
PO - 5	Presentation and discussion of learning design and technology
PO - 6	Lecture overview and reflection

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6

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																
PO-2																
PO-3																
PO-4																
PO-5																
PO-6																

	Short Course Description	In this lecture, the nature and concepts of various design theories and learning technologies, characteristics, process stages of design and learning technology, and applications of design and technology in learning Arts and Culture are discussed.

References	**Main :**	

1. Cees de Bont, Elke den Ouden, Rick Schifferstein, Frido Smulders, Mascha van der Voort. 2013. Advanced Design Methods For Successful Innovation . Design: United.
2. A. 2005. Creating Learning Materials For Open And Distance Learning: A Handbook for Authors and Instructional Designers . Canada: Commonwealth of Learning.
3. Soderstrom, Tor., From, Jorgen., Lovqvist, Jeanette., Tornquist, Anette. 2011. From Distance to Online Education: Educational Management in the 21st Century. Annual Conference Dublin: Umea University Sweden.
4. Rahmawati, Tutik dan Daryanto. 2015. Teori Belajar dan Proses Pembelajaran yang Mendidik. Yogyakarta: Penerbit Gava Media.
5. Sanjaya, Wina. 2008. Perencanaan dan Desain Sistem Pembelajaran . Jakarta: Kencana.
6. Hamalik, Oumar. 2008. Perencanaan Pengajaran Berdasarkan Pendekatan Sistem . Jakarta: PT. Bumi Aksara.
7. Trianto. 2008. Mendesain Pembelajaran Kontekstual . Jakarta: Publiser
8. Lloyd P, Rieber. 2000. Computers, Graphics, & Learning. A: A.
9. Suryani, Nunuk., Setiawan, Achmad., Putria, Aditin. 2018. Media Pembelajaran Inovatif dan Pengembangannya. Bandung: PT Remaja Rosdakarya.
10. Sandjaya, Wina. 2012. Media Komunikasi Pembelajaran. Jakarta: PT Prenada Media.
11. Arifianto. 2018. Praktek Budaya: Media Digital dan Pengaruhnya. Yogyakarta: Aswaja Pressindo.

	Supporters:	

1. 10. Sandjaya, Wina. 2012. Media Komunikasi Pembelajaran. Jakarta: PT Prenada Media

Supporting lecturer	Dr. Trisakti, M.Si. Dr. Martadi, M.Sn.

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	Understanding the scope of lecture substance. Understanding new learning and learning paradigms	1.1. Describe the scope of the lecture substance. 2. Outlining a new paradigm regarding learning and learning 2.2. Explain the new paradigm of learning and learning	**Criteria:** Clarity of student answers and arguments **Form of Assessment** : Participatory Activities	Lectures and discussions 2 X 50	Lectures and discussions 2x50	**Material:** Lecture objectives and scope 2. Changes in the new era of the 21st century and their implications for learning design and technology Arts and Culture **Readers:** *Cees de Bont, Elke den Ouden, Rick Schifferstein, Frido Smulders, Mascha van der Voort. 2013. Advanced Design Methods For Successful Innovation. Design: United.*	2%

2	Understanding the scope of lecture substance. Understanding new learning and learning paradigms	1.1. Describe the scope of the lecture substance. 2. Outlining a new paradigm regarding learning and learning 2.2. Explain the new paradigm of learning and learning	**Criteria:** Clarity of student answers and arguments **Form of Assessment** : Participatory Activities	Lectures and discussions 2 X 50	Lectures and discussions 2x50	**Material:** Lecture objectives and scope 2. Changes in the new era of the 21st century and their implications for learning design and technology Arts and Culture **Readers:** *Cees de Bont, Elke den Ouden, Rick Schifferstein, Frido Smulders, Mascha van der Voort. 2013. Advanced Design Methods For Successful Innovation. Design: United.*	2%
3	Identifying the concepts of learning and learning theories Understanding the principles of learning design and technology as a system (Instructional System Design) Identifying learning design models	1. Describe the concept of the nature of learning, theories of learning and learning 2. Describe the principles of learning, understanding, concepts and principles of learning design as a system (Instructional System Design)	**Criteria:** Clarity and accuracy in delivering answers. **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, class discussion, question and answer 2 X 50	Presentation, discussion and questions and answers 2x50	**Material:** . Learning principles, concept boundaries and principles of learning design as a system (Instructional System Design) **Library:** *Sanjaya, Vienna. 2008. Learning System Planning and Design. Jakarta: Kencana.*	2%
4	Identifying the concepts of learning and learning theories Understanding the principles of learning design and technology as a system (Instructional System Design) Identifying learning design models	1. Describe the concept of the nature of learning, theories of learning and learning 2. Describe the principles of learning, understanding, concepts and principles of learning design as a system (Instructional System Design)	**Criteria:** Clarity and accuracy in delivering answers. **Form of Assessment** : Practice / Performance	Presentation, class discussion, question and answer 2 X 50	Presentation, discussion and questions and answers 2x50	**Material:** . Learning principles, concept boundaries and principles of learning design as a system (Instructional System Design) **Library:** *Sanjaya, Vienna. 2008. Learning System Planning and Design. Jakarta: Kencana.*	2%

5	Analyzing the process and stages of learning design and technology as a system (Instructional System Design)	.1. Analyze the design process and learning technology 2. Arrange the stages of learning design and technology	**Criteria:** Accuracy in making design steps and accuracy and clarity in design steps **Form of Assessment** : Practice / Performance	Presentations, class discussions and presentations 2 X 50	Presentations, class discussions and presentations 2x50	**Material:** . Learning design and technology process and 2. Stages of learning design and technology **References:** *Hamalik, Oumar. 2008. Teaching Planning Based on a Systems Approach. Jakarta: PT. Literary Earth.*	2%
6	Analyzing the process and stages of learning design and technology as a system (Instructional System Design)	.1. Analyze the design process and learning technology 2. Arrange the stages of learning design and technology	**Criteria:** Accuracy in making design steps and accuracy and clarity in design steps **Form of Assessment** : Practice / Performance	Presentations, class discussions and presentations 2 X 50	Presentations, class discussions and presentations 2x50	**Material:** . Learning design and technology process and 2. Stages of learning design and technology **References:** *Hamalik, Oumar. 2008. Teaching Planning Based on a Systems Approach. Jakarta: PT. Literary Earth.*	5%
7	UTS	Create presentation materials	**Criteria:** Clarity explains and answers **Form of Assessment** : Project Results Assessment / Product Assessment	2 X 50 class presentations and discussions	Presentation and discussion 2x59	**Material:** Developing learning design **Library:** *Sanjaya, Vienna. 2008. Learning System Planning and Design. Jakarta: Kencana.*	20%
8	8-9 Identify design models and learning technology and can study them as a system (Instructional System Design) 1. Analyze design models and technology needs for Arts and Culture learning 2. Develop design models and technology needs for Arts and Culture learning. Design models and learning technology for Arts and Culture Assignments, presentations and discussions Books 7, 8, 9 2 x 50" Ability to compare and compile various design models and learning technology for Arts and Culture	. Analyze design models and technology needs for Arts and Culture learning 2. Develop design models and technology needs for Arts and Culture learning	**Criteria:** Ability to compare and compile various design models and learning technologies for Arts and Culture **Form of Assessment** : Project Results Assessment / Product Assessment	Assignments, presentations and discussions 2 X 50	Assignments, presentations and discussions 2x59	**Material:** Learning model **References:** *Cees de Bont, Elke den Ouden, Rick Schifferstein, Frido Smulders, Mascha van der Voort. 2013. Advanced Design Methods For Successful Innovation. Design: United.*	5%

9	8-9 Identify design models and learning technology and can study them as a system (Instructional System Design) 1. Analyze design models and technology needs for Arts and Culture learning 2. Develop design models and technology needs for Arts and Culture learning. Design models and learning technology for Arts and Culture Assignments, presentations and discussions Books 7, 8, 9 2 x 50" Ability to compare and compile various design models and learning technology for Arts and Culture	. Analyze design models and technology needs for Arts and Culture learning 2. Develop design models and technology needs for Arts and Culture learning	**Criteria:** Ability to compare and compile various design models and learning technologies for Arts and Culture **Form of Assessment** : Project Results Assessment / Product Assessment	Assignments, presentations and discussions 2 X 50	Assignments, presentations and discussions 2x59	**Material:** Learning model **References:** *Cees de Bont, Elke den Ouden, Rick Schifferstein, Frido Smulders, Mascha van der Voort. 2013. Advanced Design Methods For Successful Innovation. Design: United.*	5%
10	Presentation and discussion of learning design and technology	Develop an Arts and Culture learning design system 2. Present the design and technology needs for Arts and Culture learning	**Criteria:** Ability to compare and compile various design models and learning technologies for Arts and Culture **Form of Assessment** : Project Results Assessment / Product Assessment	Assignments, presentations and discussions 2 X 50	Assignments, presentations and discussions 2x50	**Material:** compiling a learning design **Reader:** *Sanjaya, Vienna. 2008. Learning System Planning and Design. Jakarta: Kencana.*	5%
11	Presentation and discussion of learning design and technology	Develop an Arts and Culture learning design system 2. Present the design and technology needs for Arts and Culture learning	**Criteria:** Ability to compare and compile various design models and learning technologies for Arts and Culture **Form of Assessment** : Practice / Performance	Assignments, presentations and discussions 2 X 50	Assignments, presentations and discussions 2x50	**Material:** compiling a learning design **Reader:** *Sanjaya, Vienna. 2008. Learning System Planning and Design. Jakarta: Kencana.*	5%
12	Presentation and discussion of learning design and technology	Develop an Arts and Culture learning design system 2. Present the design and technology needs for Arts and Culture learning	**Criteria:** Ability to compare and compile various design models and learning technologies for Arts and Culture **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Assignments, presentations and discussions 2 X 50	Assignments, presentations and discussions 2x50	**Material:** compiling a learning design **Reader:** *Sanjaya, Vienna. 2008. Learning System Planning and Design. Jakarta: Kencana.*	2%
13	Presentation and discussion of learning design and technology	Develop an Arts and Culture learning design system 2. Present the design and technology needs for Arts and Culture learning	**Criteria:** Ability to compare and compile various design models and learning technologies for Arts and Culture **Form of Assessment** : Participatory Activities	Assignments, presentations and discussions 2 X 50	Assignments, presentations and discussions 2x50	**Material:** compiling a learning design **Reader:** *Sanjaya, Vienna. 2008. Learning System Planning and Design. Jakarta: Kencana.*	5%

No							
14	Presentation and discussion of learning design and technology	Develop an Arts and Culture learning design system 2. Present the design and technology needs for Arts and Culture learning	**Criteria:** Ability to compare and compile various design models and learning technologies for Arts and Culture **Form of Assessment** : Practice / Performance	Assignments, presentations and discussions 2 X 50	Assignments, presentations and discussions 2x50	**Material:** compiling a learning design **Reader:** *Sanjaya, Vienna. 2008. Learning System Planning and Design. Jakarta: Kencana.*	2%
15	Lecture overview and reflection	Can create a summary of learning design and technology, including a general overview or summary of the subject	**Criteria:** Accuracy and clarity in answering questions **Form of Assessment** : Participatory Activities	Presentation, class discussion, question and answer 2 X 50	Presentation, Question and answer discussion 2x50	**Material:** Design development **Readers:** *Cees de Bont, Elke den Ouden, Rick Schifferstein, Frido Smulders, Mascha van der Voort. 2013. Advanced Design Methods For Successful Innovation. Design: United.*	5%
16	UAS	Accuracy in preparing learning designs	**Criteria:** Accuracy in preparing designs in accordance with theories and concepts **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, questions and answers 2x50	Presentation, questions and answers 2x50	**Material:** Learning design **References:** *Cees de Bont, Elke den Ouden, Rick Schifferstein, Frido Smulders, Mascha van der Voort. 2013. Advanced Design Methods For Successful Innovation. Design: United.*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	68%
3.	Practice / Performance	16%
		99%

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.