		Document Code
![UNESA logo]	**Universitas Negeri Surabaya** **Faculty of Education, Master** **of Education Technology Study Program**	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Performance Technology and Training Management	8610302056		**T=2**	**P=0**	**ECTS=4.48**	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Fajar Arianto, M.Pd	....	Dr. H. Andi Mariono, M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-6	Able to uphold human values to improve the quality of life in society, nation, state and civilization based on Pancasila and diversity in carrying out their duties
	PLO-7	Able to develop logical, ethical, critical, systematic and creative thinking which includes design, development (creation), management, utilization and evaluation in education and learning systems in the fields of science, technology and arts through planning, process, evaluation and dissemination based on rules , procedures, and scientific ethics.
	PLO-10	Able to deepen and expand education, learning and training programs to provide original and proven contributions through multidisciplinary research
	PLO-12	Able to master knowledge about the theory of implementing education and training programs (performance technology); general concept of curriculum development, learning, learning resources through a multidisciplinary approach, research and development of educational/learning/training technology that is beneficial to society and science, receiving national and international recognition
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-6	PLO-7	PLO-10	PLO-12

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	Examining the planning and management of education and training in improving performance through scientific research methods based on the results of scientific developments. Lectures are carried out using project based learning, case studies and cooperatives.

References	**Main :**	
	1. Arianto, Fajar & Khotimah, Khusnul. 2021. Teknologi Kinerja: teori dan implemnatasi. Surabaya;UD. Alfasyam Jaya Mandiri 2. Silber , Kenneth H. and Wellesley R. Foshay. 2010. Handbook of improving performance in the workplace. Ca: Pfeiffer 3. Pershing , James A. 2006. Handbook of Human Performance Technology: Principles, Practices, and Potential. Ca: John Wiley & Sons, Inc.	
	Supporters:	
	1. Sara J. Czaja and Joseph Sharit.2013. Designing Training and Instructional Programs for Older Adults. NY: CRC Press	

Supporting lecturer	Dr. Fajar Arianto, S.Pd., M.Pd. Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D.

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 clarify the meaning of HPT	1.Students are able to clarify the meaning of performance 2.Students are able to explain the meaning of technology 3.Students are able to clarify the meaning of HPT	**Criteria:** Depth of answer **Form of Assessment** : Test	Cooperative 2 X 50		**Material:** Human performance technology **References:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri*	2%
2	1.Students are able to clarify the meaning of performance 2.Students are able to clarify the meaning of technology Students are able to clarify the meaning of HPT	1. Students are able to explain the importance of business 2. Students are able to explain HPT in improving business 3. Students explain various business logic models	**Criteria:** depth of discussion **Form of Assessment** : Test	Case study 2 X 50		**Material:** Human performance technology **References:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri*	2%
3	Students are able to explain performance improvements	1.Students are able to explain performance improvements 2.Students are able to clarify the stabilization of human performance and the problem of changes in performance	**Criteria:** precision and depth **Form of Assessment** : Test	Problem based learning 2 X 50		**Material:** Human performance technology **References:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri*	2%
4	Students are able to clarify instructions as an intervention	1.Students are able to clarify instructions for the purpose of improving abilities 2.Students are able to clarify instruction planning 3.Students are able to clarify the lesson framework 4.Students are able to clarify the environment for the delivery of instruction	**Criteria:** accuracy in discussion **Form of Assessment** : Test	Project based learning 2 X 50		**Material:** Human performance technology **References:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri*	2%

5	Students are able to describe various forms of training	1.Students are able to identify training methods, models and strategies 2.Students are able to plan various types of face-to-face training 3.Students are able to design various types of distance training	**Criteria:** depth and authenticity **Form of Assessment** : Project Results Assessment / Product Assessment	Project based learning 2 X 50		**Material:** training model **References:** *Silber, Kenneth H. and Wellesley R. Foshay. 2010. Handbook of improving performance in the workplace. Ca: Pfeiffer* **Material:** training model **References:** *Sara J. Czaja and Joseph Sharit.2013. Designing Training and Instructional Programs for Older Adults. NY: CRC Press*	15%
6	Students are able to describe various forms of training	1.Students are able to identify training methods, models and strategies 2.Students are able to plan various types of face-to-face training 3.Students are able to design various types of distance training	**Criteria:** depth and authenticity **Form of Assessment** : Project Results Assessment / Product Assessment	Project based learning 2 X 50		**Material:** training model **References:** *Silber, Kenneth H. and Wellesley R. Foshay. 2010. Handbook of improving performance in the workplace. Ca: Pfeiffer* **Material:** training model **References:** *Sara J. Czaja and Joseph Sharit.2013. Designing Training and Instructional Programs for Older Adults. NY: CRC Press*	15%
7	Students are able to use standards and ethics in Human Performance Technology	1.Students are able to clarify ethics and morality 2.Students are able to describe the use of standards and ethics in Human Performance Technology	**Criteria:** tightness and depth **Form of Assessment** : Participatory Activities	case study 2 X 50		**Material:** ethics in HPT **Reader:** *Pershing, James A. 2006. Handbook of Human Performance Technology: Principles, Practices, and Potential. Ca: John Wiley & Sons, Inc.*	5%
8	Midterm Exam			2 X 50			0%

9	Students are able to describe various forms of training	1. Students are able to describe the features of distance training 2. Students are able to describe the reasons for adopting distance training 3. Students are able to discuss planning and anticipating obstacles to long-distance training 4. Students are able to discuss blended learning	**Criteria:** 1. Concepts assessed 2. Description of student answers to description questions and reference sources used **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	project based learning 2x 50		**Material:** Distance training **References:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri*	10%
10	Students are able to explain innovation in improving performance with mentoring	1. Students are able to describe examples of mentor roles 2. Students are able to explain the evolution of the mentoring concept 3. Students are able to explain the benefits of joining organizations and mentoring	**Criteria:** 1. Concepts assessed 2. Description of student answers to description questions and reference sources used **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project based leaning 2 x 50		**Material:** Innovation in improving performance with mentoring **Reader:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri*	10%
11	Students are able to clarify individual, team and organizational motivation	1. Students are able to clarify the definition and types of motivation 2. Students are able to describe the direct influence of motivation on work performance 3. Students are able to analyze the causes of loss of motivation and what can help people feel motivated 4. Students are able to describe how to motivate themselves and their team	**Criteria:** 1. Concepts assessed 2. Description of student answers to description questions and reference sources used **Form of Assessment** : Project Results Assessment / Product Assessment	Project based learning		**Material:** Individual, team and organizational motivation **Reader:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri*	7%

12	Students are able to clarify the principles and practices of performance in work groups	1. Students are able to clarify when and what requirements are needed for the success of the work group 2. Students are able to clarify the roles and dimensions of work group tasks 3. Students are able to describe the levels of group planning and implementation 4. Students are able to clarify problem models and decisions	**Criteria:** 1. Concepts assessed 2. Description of student answers to description questions and reference sources used **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project based learning		**Material:** Principles and practices of performance in work groups. **Reference:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri*	10%
13	Students are able to clarify the shift in organizational alignment from a behavior-oriented approach to values	1. Able to organize training programs 2. able to carry out training programs	**Criteria:** implementation of training programs in accordance with planning **Form of Assessment** : Project Results Assessment / Product Assessment	Project based learning		**Material:** Shifting organizational alignment from a behavior-oriented approach to values. **Reference:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri* **Material:** training design **Reference:** *Sara J. Czaja and Joseph Sharit.2013. Designing Training and Instructional Programs for Older Adults. NY: CRC Press*	10%
14	Students are able to clarify the shift in organizational alignment from a behavior-oriented approach to values	1. Able to organize training programs 2. able to carry out training programs	**Criteria:** implementation of training programs in accordance with planning **Form of Assessment** : Project Results Assessment / Product Assessment	Project based learning		**Material:** Shifting organizational alignment from a behavior-oriented approach to values. **Reference:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri* **Material:** training design **Reference:** *Sara J. Czaja and Joseph Sharit.2013. Designing Training and Instructional Programs for Older Adults. NY: CRC Press*	5%

| 15 | Students are able to clarify the shift in organizational alignment from a behavior-oriented approach to values | 1.Able to organize training programs 2.able to carry out training programs | **Criteria:** implementation of training programs in accordance with planning **Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning | | **Material:** Shifting organizational alignment from a behavior-oriented approach to values. **Reference:** *Arianto, Fajar & Khotimah, Khusnul. 2021. Performance Technology: theory and implementation. Surabaya; UD. Alfasyam Jaya Mandiri*

Material: training design **Reference:** *Sara J. Czaja and Joseph Sharit.2013. Designing Training and Instructional Programs for Older Adults. NY: CRC Press* | 5% |
| 16 | Final exams | | | | | | 0% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	72%
3.	Test	8%
		100%

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.