	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**	**Document Code**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Development of Teaching Materials		8620602201	Compulsory Study Program Subjects		**T=2**	**P=0**	**ECTS=3.18**	3	June 15, 2020

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 that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Students are able to design and compile teaching materials that are oriented towards developing the dimensions of knowledge, skills and attitudes in accordance with the development of elementary school students.
	PO - 2	Students are able to show performance in developing teaching materials that have elementary school content.
	PO - 3	Students are able to have commitment and responsibility in implementing and developing teaching materials for the needs of the learning process.
	PLO-PO Matrix	

P.O
PO-1
PO-2
PO-3

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																

Short Course Description	The teaching materials development course is a course designed to help students develop abilities in developing teaching materials. This course will provide knowledge and skills about various matters related to teaching materials. Things that will be discussed in this course include the role and types of teaching materials, both printed, non-printed and display teaching materials, procedures for their development, how to use them in the learning process, and ways to evaluate them.

References	**Main :**

1. Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview . Theory into Practice, (41) 4:212-26
2. Ernawulan Syaodih. 2007. Penilaian Pendidikan Dasar : Diktat perkuliahan Pendidikan Dasar SPs UPI Bandung: Universitas Pendidikan Indonesia.
3. Depdiknas. 2003. Standar Penilaian Buku Pelajaran Pengetahuan Sosial SD-SMP . Pusat Perbukuan Depdiknas.
4. Depdiknas. (2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah.
5. Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud .
6. Wahyudin, Dinn & Kartawinata, Handy. 1998. Penulisan Bahan Ajar . Jakarta: Depdikbud
7. Wijaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Upaya Pembaharuan dalam Pendidikan dan Pengajaran . Bandung: Rosdakarya

Supporters:

Supporting lecturer	Prof. Dr. Suryanti, M.Pd. Drs. Mintohari, M.Pd. Dr. Julianto, S.Pd., M.Pd. Farida Istianah, S.Pd., M.Pd. Hendrik Pandu Paksi, S.Pd., M.Pd. Delia Indrawati, S.Pd., M.Pd. Ricky Setiawan, S.Pd.SD., M.Ed. Dr. Ari Metalin Ika Puspita, S.Pd.SD., M.Pd. Nadia Lutfi Choirunnisa, 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	Summarizing the orientation, scope, objectives and position of teaching material development	- Have an initial orientation about the course - Know the scope of the course - Know the objectives of the course Know the position of the course in supporting the curriculum and learning in elementary school	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Suitability of answers **Form of Assessment** : Project Results Assessment / Product Assessment	Expository, question and answer, discussion, 2 X 50		**Material:** orientation, scope, objectives and position of teaching material development **References:** *Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview. Theory into Practice, (41) 4:212-26* **Material:** orientation, scope, objectives and position of teaching material development **References:** *Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview. Theory into Practice, (41) 4:212-26* **Material:** orientation, scope, objectives and position of teaching material development **References:** *Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview. Theory into Practice, (41) 4:212-26*	5%
2	Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in elementary school learning	- Explain the role of teaching materials in elementary school learning - Identify types of printed and non-printed teaching materials that are relevant to elementary school learning	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Performance assessment rubric 3.Answer sheet **Form of Assessment** : Project Results Assessment / Product Assessment	Expository, question and answer, FGD, presentation, assignment 2 X 50		**Material:** the role of teaching materials and various types of printed and non-printed teaching materials that are relevant in learning at SD **Pustaka:** *Ernawulan Syaodih. 2007. Basic Education Assessment: Diktat of Basic Education lectures at SPs UPI Bandung: Indonesian Education University.*	5%
3	Analyze the factors and procedures for developing teaching materials	- Identify factors that must be considered in developing teaching materials. Analyze the procedures that must be followed in developing teaching materials	**Criteria:** 1.- Performance assessment rubric 2.- Answer sheet 3.Suitability of answers **Form of Assessment** : Project Results Assessment / Product Assessment	Expository, question and answer, discussion, inquiry, presentation, assignment 2 X 50		**Material:** factors and procedures for developing teaching materials **Library:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	5%
4	Analyzing the similarities and differences in print-based teaching materials and their uses	- Compare (similarities and differences) the use of modules/handouts/LKPD in elementary school learning	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Performance assessment rubric 3.Product assessment rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Demonstration, question and answer, discussion 2 X 50		**Material:** similarities and differences in print-based teaching materials and their use. **Library:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	5%
5	Analyzing the similarities and differences in non-print based teaching materials and their uses	- Compare (similarities and differences) the use of non-printed teaching materials (audio, visual, multimedia, computer-assisted media) in elementary school learning	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Performance assessment rubric 3.Product assessment rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Expository, simulation, demonstration, presentation, question and answer, assignment 2 X 50		**Material:** similarities and differences in non-print based teaching materials and their use. **Library:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	5%
6	Understanding environmental space and the use of literature reviews in developing teaching materials	- Identifying the environment for using the internet as a learning resource - Reviewing relevant literature (having novelty) sourced from the internet	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Answer sheet **Form of Assessment** : Project Results Assessment / Product Assessment	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50		**Material:** environmental space and the use of literature review in developing teaching materials **Library:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	5%
7	Understand models and formative evaluation procedures for printed and non-printed teaching materials	- Identify models and procedures for formative evaluation of teaching materials (print/non-print)	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Answer sheet **Form of Assessment** : Project Results Assessment / Product Assessment	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50		**Material:** models, formative evaluation procedures for printed and non-printed teaching materials . **Reference:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	5%

8	UTS	UTS	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Answer sheet **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50		**Material:** models, formative evaluation procedures for printed and non-printed teaching materials . **Reference:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	15%
9	Implementing the stages/steps of developing teaching materials systematically (drafting)	- Designing the development of printed/non-print teaching materials to be used in elementary school learning - Implementing the stages of developing teaching materials systematically (drafting 1) Providing input/suggestions/improvements	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Performance assessment rubric 3.Product assessment rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		**Material:** stages/steps for developing teaching materials systematically (drafting) **Library:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	5%
10	Implementing the stages/steps of developing teaching materials systematically (drafting)	- Implement the stages of developing teaching materials systematically (drafting 2) Provide input/suggestions/improvements	**Criteria:** - Attitude assessment rubric (attached) **Form of Assessment** : Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		**Material:** stages/steps for developing teaching materials systematically (drafting) **Library:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	5%
11	Implementing stages/steps in developing teaching materials systematically (editing)	- Implement the stages of developing teaching materials systematically (editing 1) Provide input/suggestions/improvements/feedback	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Performance assessment rubric 3.Product assessment rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		**Material:** stages/steps for developing teaching materials systematically (editing) **Library:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.* **Material:** stages/steps for developing teaching materials systematically (editing) **Library:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	5%
12	Implementing stages/steps in developing teaching materials systematically (editing)	- Implement the stages of developing teaching materials systematically (editing 2) Provide input/suggestions/improvements	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Performance assessment rubric 3.Product assessment rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		**Material:** stages of systematic development of teaching materials (editing 2) Providing input/suggestions/improvements **Literature:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	5%
13	Implementing stages/steps for developing teaching materials systematically (revising)	- Implement the stages of developing teaching materials systematically (revising1) Provide input/suggestions/improvements	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Performance assessment rubric 3.Product assessment rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		**Material:** stages/steps for developing teaching materials systematically (revising) **Library:** *Wahyudin, Dinn & Kartawinata, Handy. 1998. Writing Teaching Materials. Jakarta: Department of Education and Culture*	5%
14	Implementing stages/steps for developing teaching materials systematically (revising)	- Implement the stages of developing teaching materials systematically (revising2) Provide input/suggestions/improvements	**Criteria:** 1.- Attitude assessment rubric (attached) 2.- Performance assessment rubric 3.Product assessment rubric **Form of Assessment** : Participatory Activities	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		**Material:** stages/steps for systematic development of teaching materials (revising) **Library:** *Ministry of National Education. (2006). Guidelines for Selecting and Preparing Teaching Materials. Jakarta: Directorate General of Primary and Secondary Education.*	5%

| 15 | Summarizing all stages of developing teaching materials (print/non-print) | Implementing the stages of developing teaching materials systematically (publishing) | **Criteria:** Rubric

 Form of Assessment :

 Participatory Activities | Presentation, reflection 2 X 50 | | **Material:** Summarizing all the stages of developing teaching materials (print/non-print) **References:** *Wijaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Reform Efforts in Education and Teaching. Bandung: Rosdakarya* | 5% |
| 16 | Summarizing all stages of developing teaching materials (print/non-print) | Implementing the stages of developing teaching materials systematically (publishing) | **Criteria:** Rubric

 Form of Assessment :

 Project Results Assessment / Product Assessment | Presentation, reflection 2 X 50 | | **Material:** Summarizing all the stages of developing teaching materials (print/non-print) **References:** *Wijaya, Cece; Djadjuri, Djadja & Rusyan, Tabrani. 1990. Reform Efforts in Education and Teaching. Bandung: Rosdakarya* | 15% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	80%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.