SEMESTER LEARNING PLAN

			Code Document
	SURABAYA STATE UNIVERSITY **FACULTY OF EDUCATION** **DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY** **EDUCATIONAL TECHNOLOGY S1 STUDY PROGRAM**		

SEMESTER LEARNING PLAN						
COURSES (MK)	**CODE**	**MK Group**	**WEIGHT (credits)**		**SEMESTER**	**date Compilation**
Interactive Multimedia Development		Media Development	**T=2**	**P=2**		May 5, 2022
AUTHORIZATION	**RPS Developer**	**RMK Coordinator**			**Head of Study Program**	
		Dra. Sulistiowati, M.Pd. Dr. Andi Mariono, M.Pd Hirnanda Dimas Pradana, S.Pd., M.Pd.			Dr. Andi Kristanto, S.Pd., M.Pd.	

Achievements **Learning (CP)**	**CPL-PRODI charged to MK**	
	CPL-S8	Able to demonstrate a scientific, critical and innovative attitude in professional and responsible education scientific technology learning
	CPL-P2	Applying educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher
	CPL-KK4	Design and carry out research independently or in groups to provide alternative solutions to problems in the field of educational technology, by promoting digital literacy
	CPL-KU6	Able to produce outcomes in the form of high performance and commitment as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher
	Course Learning Outcomes (CPMK)	
	CPMK-S8	Have a scientific, critical and innovative attitude in scientific and responsible learning of educational technology
	CPMK-P2	Able to master the application of concepts, theories, types to the principles of interactive multimedia, and be able to implement their application.

	CPMK-KK4	Able to design and create interactive multimedia-based learning media to overcome problems in the world of education
	CPMK-KU6	Able to produce appropriate and effective interactive multimedia programs as learning resources and learning support media.

The final ability of each learning stage (Sub-CPMK)

Sub-CPMK1	Students are able to understand the concept of Interactive Multimedia (MMI)
Sub-CPMK2	Students are able to understand the theory that underlies the development of Interactive Multimedia (MMI)
Sub-CPMK3	Students are able to understand the principles that underlie the development of Interactive Multimedia (MMI)
Sub-CPMK4	Students are able to distinguish the types of Interactive Multimedia
Sub-CPMK5	Students are able to understand the components of Interactive Multimedia (MMI)
Sub-CPMK6	Students are able to understand the model and procedures for developing Interactive Multimedia (MMI)
Sub-CPMK7	Students are able to operate *Construct 2* to support the development of the Interactive Multimedia (MMI) program
Sub-CPMK8	Students develop Interactive Multimedia (MMI) programs according to design procedures
Sub-CPMK9	Students are able to evaluate the Interactive Multimedia (MMI) program according to the criteria of good Interactive Multimedia
Sub-CPMK10	Students are able to develop Interactive Multimedia (MMI) programs independently

Correlation between CPL/CPMK and Sub-CPMK

	Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	Sub-CPMK6	Sub-CPMK7	Sub-CPMK8	Sub-CPMK9	Sub-CPMK10	
CPMK-S7											
CPMK-P1											
CPMK-KK3											
CPMK-KU5											

Brief Description MK	This course aims to provide conceptual understanding and practical experience on interactive multimedia development. Based on these objectives, this course presents conceptual theories about: 1) interactive multimedia, 2) the principles that underlie the development of interactive multimedia (MMI), 3) types of interactive multimedia, 4) interactive multimedia development methods, 5) development procedures Interactive Multimedia, 6) Software Construct 2.
Study Material: Theory Learning	1. Understanding interactive multimedia 2. Characteristics of interactive multimedia 3. Use of interactive multimedia 4. The development of interactive multimedia in education

	5. The role of behavioristic learning theory in the development of interactive multimedia programs
	6. The role of cognitive learning theory in the development of interactive multimedia programs
	7. The role of constructivist learning theory in underpinning the development of interactive multimedia programs
	8. Multimedia principles, proximity of space, time, coherence, modality, redundancy, and individual differences
	9. Multimedia type*tutorials*,*drills*,*simulation*, and*educational games*
	10. Multimedia components: text, graphics, audio, video and animation
	11. Borg & Gall development model
	12. Allesi & Trollip development model
	13. Lee & Owens development model
	14. Get to know*workspace*and menu functions in the program*Construct 2*
	15. Operate basic animation techniques using the program*Construct 2*
	16. GBIM (Outline of Content)
	17. *Flow chart*interactive multimedia program
	18.*Storyboard*interactive multimedia program
	19. Criteria for interactive multimedia programs and the aspects assessed in the evaluation of interactive multimedia programs
	20. Interactive multimedia development procedure
References	**Main :**
	1. Munir. 2013.*Learning multimedia*. Bandung: Alphabeta 2. Roedavan, Rickman. 2017.*Construct 2 Game Engine Tutorial*. Bandung: Informatics
	Supporters:
	1. Mayer, Richard E. 2009.*Multimedia Learning Principles and Applications*(*Teguh Wahyu Utomo Translation*). New York: Cambridge University Press. (Original book published 2001) 2. Reddi, Usha V. & Sanjaya Mishra. (Eds). 2003.*Educational Multimedia a Handbook for Teacher-Developers*. New Delhi: Commonwealth Educational Media Center of Asia (CEMCA) 3. Allesi, Stephen M. & Stanley R. Trollip. 2001.*Multimedia for Learning : Methods and Development (Third Edition).*Boston: Allynand Bacon 4. Winarno, et al. 2009.*Learning Multimedia Evaluation Techniques*. Yogyakarta: Genius Prima Media 5. Ivers, Karen S. & Ann E. Barron. 2002.*Multimedia Project in Education : Designing, Producing, and Assessing*. USA: LibrariesUnlimited 6. Winata, Dawn. 2013.*Interactive Media Design*. Bandung: Yudhisthira

			7. Kustandi, Cecep. & Darmawan, Daddy. 2021.*Learning Media Development: Media Development Concepts & Applications*. Bandung: Prenadamedia Group				
Supporting lecturer							
Requirements course			1. Learning Media				

Mg To-	**The ultimate ability of each learning stages (Sub-CPMK)**	**Evaluation**		**Learning Forms, Learning methods, Student Assignment, [Estimated time]**		**Theory Learning [References]**	**Weight Evaluation (%)**
		Indicator	**Criteria & Form**	**Learning Offline (*offline*)**	**Learning online (*on line*)**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**
1.	Students are able to understand the concept of Interactive Multimedia (MMI)	1. Students are able understand the meaning interactive multimedia 2. Students are able understand the characteristics interactive multimedia 3. Students are able understand the use interactive multimedia 4. Students are able understand development deep multimedia education	writing test and verbal	1. Presentation 2. Discussion 3. Recitation	1. Synchronous 2. Asynchronous	Attached	4%
2.	Students are able to understand the underlying theory interactive multimedia development (MMI)	1. Students are able understand the role of theory learning behavioristic in underlying program development interactive multimedia	writing test and verbal	1. Learning cooperative 2. Presentation 3. Discussion 4. Recitation	1. Synchronous 2. Asynchronous	Attached	4%

		2. Students are able understand the role of theory cognitive learning in underpinning development multimedia program interactive 3. Students are able understand the role of theory constructivist learning in the underlying program development interactive multimedia					
3.	Students are able to understandthe principles that underlie the development of Interactive Multimedia (MMI)	1. Students are able understand the principle multimedia 2. Students are able understand the principle of space 3. Students are able understand the principle of time 4. Students are able understand the principle coherence 5. Students are able understand the principle modality 6. Students are able understand the principle redundancy	writing test and verbal	1. Learning cooperative 2. Presentation 3. Discussion 4. Recitation	1. Synchronous 2. Asynchronous	Attached	4%

		7. Students are able understand the principle individual differences					
4.	Students are able distinguish the typesInteractive Multimedia	1. Students are able understand the type multimedia*tutorials* 2. Students are able understand the type multimedia*drills* 3. Students are able understand the type multimedia*simulation* 4. Students are able understand the type multimedia*educational games*	writing test and verbal	1. Learning cooperative 2. Presentation 3. Discussion 4. Recitation	1. Synchronous 2. Asynchronous	Attached	4%
5.	Students are able to understand the componentsInteractive Multimedia (MMI)	1. Students are able understand the components multimedia: text 2. Students are able understand the components multimedia: graphics 3. Students are able understand the components multimedia: audio 4. Students are able understand the components multimedia: video	writing test and verbal	1. Discussion group 2. Presentation 3. Discussion 4. Recitation	1. Synchronous 2. Asynchronous	Attached	4%

		5. Students are able understand the components multimedia: animation						
6.	Students are able to understand models and procedures interactive multimedia development (MMI)	1. Students are able understand the model Borg development & Gall 2. Students are able understand the model Allesi development & Trolls 3. Students are able understand the model Lee development & Owens	writing test and Observation	1. Presentation 2. Discussion	1. Synchronous 2. Asynchronous	Attached		5%
7.	**Mid-Semester Evaluation (ETS)**							
8.	Students are able operate*Construct 2* tosupport program development Interactive Multimedia (MMI)	1. Students are able understand*workspace*and menu functions in the program*Construct 2* 2. Students are able operate technique basic animation techniques using the program *Construct 2*	Project media	1. Discussion 2. Tutorials 3. Project	1. Synchronous 2. Asynchronous	Attached		8%
9.	Students do program development Interactive Multimedia (MMI)	1. Students are able create GBIM (Line	Project media	1. Learning cooperative 2. Discussion	1. Synchronous 2. Asynchronous	Attached		15%

	in accordance with the procedure planning	Material Content) multimedia program 2. Students are able make*flow chart* multimedia program 3. Students are able make*stroyboard* multimedia program		3. Project			
10.	Students do program development Interactive Multimedia (MMI) according to the procedure planning	1. Students are able make*introduction of the program* 2. Students are able make menu display main	Project media	1. Discussion 2. Tutorials 3. Independent 4. Project	1. Synchronous 2. Asynchronous	Attached	15%
11.	Students do program development Interactive Multimedia (MMI) according to the procedure planning	1. Students are able compose content (material, images, audio, video) which will be presented in a multimedia program interactive 2. Students are able make an evaluation (quiz or test) in an interactive multimedia program 3. Students are able make*program ending* (cover) multimedia interactive	Project media	1. Discussion 2. Tutorials 3. Independent 4. Project	1. Synchronous 2. Asynchronous	Attached	15%
12.	Students are able evaluate the program Interactive Multimedia (MMI) according to the criteria	1. Students are able understand the criteria multimedia program good interactive	writing test and verbal	1. Learning cooperative 2. Discussion 3. Project	1. Synchronous 2. Asynchronous	Attached	12%

	Good InteractiveMultimedia	2. Students are able understand the aspects thatassessed in evaluation multimedia program interactive					
13.	Students are able develop program Interactive Multimedia (MMI) independently	1. Students are able understand the procedure development interactive multimedia	writing test and verbal	1. Discussion 2. Project	1. Synchronous 2. Asynchronous	Attached	10%
14.	**End of Semester Evaluation (EAS)**						

Notes :

1. **Learning Outcomes of Graduates of Study Program (CPL-PRODI)**is the ability possessed by every graduate of the study program which is the internalization ofattitudes, mastery of knowledge and skills in accordance with the level of study program obtained through the learning process.

2. **CPL charged to the course**are some of the learning outcomes of study program graduates (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.

3. **CP Course (CPMK)**is the ability that is described specifically from the CPL that is charged to the course, and is specific to the studymaterial or learning material for the course.

4. **Sub-CP Course (Sub-CPMK)**is the ability that is described specifically from the CPMK that can be measured or observed and is the finalability that is planned at each stage of learning, and is specific to the learning material of the course.

5. **Rating indicators**ability in the process and student learning outcomes is a specific and measurable statement that identifies the ability orperformance of student learning outcomes accompanied by evidence.

6. **Rating Criteria**is a benchmark used as a measure or benchmark for learning achievement in an assessment based on predeterminedindicators. Assessment criteria are guidelines for raters so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.

7. **Assessment technique:**test and non-test.

8. **Learning form:**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, CollaborativeLearning, Contextual Learning, Project Based Learning, and other equivalent methods.

10. **Learning materials**are details or descriptions of the study material that can be presented in the form of several main points and sub-topics.

11. **Rating weight**is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving thesub-CPMK, and the total is 100%.

12. **PB**= Learning Process,**PT**=Structured Assignments,**KM**= Independent Activities.

Portfolio of Student CPL Achievement Assessment & Evaluation

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question Form - Weight(%)*)	Weight (%) Sub-CPMK		Mhs value (0-100)	--((Mhs Value) X (Weight%)*))	Achievement CPL at MK (%)
1	CPL-P	CPM-K	Sub CPMK 1	1. Students are able understand definition interactive multimedia 2. Students are able understand characteristics interactive multimedia 3. Students are able understand utilization interactive multimedia 4. Students are able understand development deep multimedia education	Task 1 1. Explain definition multimedia interactive according to understanding you! 2. Mention and tell characteristics multimedia interactive! 3. Mention utilization of multimedia interactive for world education!	4%	4%			
2	CPL-P	CPM-K	Sub CPMK 2	1. Students are able understand the role learning theory behavioristic in underlying development multimedia program interactive 2. Students are able understand the role cognitive learning theory in underlying development	Task 2 1. Explain the role learning theory behavioristic, cognitive, and constructivistto development program multimedia interactive!	4%	4%			

				multimedia program interactive 3. Students are able understand the role learning theory **constructivist in underlying development** multimedia program interactive						
3	CPL-P	CPM-K	Sub CPMK 3	1. Students are able understand the principle **multimedia** 2. Students are able understand the principle **room** 3. Students are able understand the principle **time** 4. Students are able understand the principle coherence 5. Students are able understand the principle **modality** 6. Students are able understand the principle redundancy 7. Students are able understand the principle individual differences	Task 3 1. Explain what you know about principles multimedia interactive below this: a. Multimedia b. Room c. Time d. Coherence e. Modality f. Redundancy g. Difference individual	4%	4%			
4	CPL-P	CPM-K	Sub CPMK 4	1. Students are able understand the type multimedia*tutorials*	Task 4 1. Explain difference from multimedia type	4%	4%			

				2. Students are able understand the type multimedia*drills* 3. Students are able understand the type multimedia *simulation* 4. Students are able understand the type multimedia *educational games*	*tutorials, drills, simulations,*and *educational games,*as well as give an example each each each kind!					
5	CPL-P	CPM-K	Sub CPMK 5	1. Students are able understand component multimedia: text 2. Students are able understand the components multimedia: graphics 3. Students are able understand the components multimedia: audio 4. Students are able understand the components multimedia: video 5. Students are able understand the components multimedia: animation	Task 5 1. Explain clearly short variety component multimedia along with for example!	4%	4%			
6	CPL-P	CPM-K	Sub CPMK 6	1. Students are able understand the model Borg pengembangan development & Gall 2. Students are able understand the model Allesi's development & Trolls	Task 6 1. Identify difference from model development Borg & Gall, Allesi & Trollip, and Lee & Owens!	5%	5%			

				3. Students are able understand the model Lee development & Owens						
7	Mid-Semester Evaluation (ETS)									
8	CPL-P	CPM-K	Sub CPMK 7	1. Students are able understand*workspace* and menu functions what's in program*Construct 2* 2. Students are able operate techniques basic animation use program*Construct 2*	Project Task Make multimedia interactive simple, composed of 6 layers	8%	8%			
9	CPL-P	CPM-K	Sub CPMK 8	1. Students are able make GBIM (Outline of Contents Material) program multimedia 2. Students are able make*flow chart* multimedia program 3. Students are able make*stroyboard* multimedia program	Project Task 1. Looking for RPP level education free, eyes free lessons 2. Create GBIM from the RPP that has been selected 3. Make *flow chart* 4. Make *stoyboard*	15%	15%			
10	CPL-P	CPM-K	Sub CPMK 8	*1.* Students are able make*introduce*of *the program* *2.* Students are able make display main course	Project tasks designing multimedia interactive based on RPP selected, as well as GBIM, *flow chart*, and	15%	15%			

No											
					*storyboard*which already made! (Project target until*introduce of the program*and menu display main)						
11	CPL-P	CPM-K	Sub CPMK 8	1. Students are able compose content (materials, pictures, audio, video) that will be presented in multimedia program interactive 2. Students are able make an evaluation (quiz or test) in a multimedia program interactive 3. Students are able make*ending program*(Closing) interactive multimedia	Project tasks designing multimedia interactive based on RPP selected, as well as GBIM, *flow chart*, and *storyboard*whichalready made! (Project target until compose content, evaluation, and*ending*)	15%	15%				
12	CPL-P	CPM-K	Sub CPMK 9	1. Students are able understand the criteria multimedia program good interactive 2. Students are able understand aspects rated in program evaluation interactive multimedia	Project tasks 1. Looking for criteria evaluation multimedia interactive! 2. Do evaluation of multimedia interactive based on the criteria that found (Performed by media expert and also myself)	12%	12%				

	CPL-P	CPM-K	Sub CPMK 10	1. Students are able understand the procedure development interactive multimedia	Project tasks 1. Arrange procedure development from result evaluation multimedia the interactive already made!					
13						10%	10%			
14	End of Semester Evaluation (EAS)									
					Total weight (%)	100	100			
					Student's final grade (-(Score) X (Weight%))					

Notes : CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes