

## SEMESTER LEARNING PLAN



**STATE UNIVERSITY OF SURABAYA  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND EDUCATIONAL TECHNOLOGY  
EDUCATIONAL TECHNOLOGY UNDERGRADUATE STUDY PROGRAM**

**Document  
Code**

### SEMESTER LEARNING PLAN

COURSES	CODE	CLUMPS	WEIGHT (credits)		SEMESTER	Date of Preparation
Cinematography		Learning Resources	<b>T=4</b>	<b>P=4</b>	4	April 25, 2022
<b>AUTHORITY</b>	<b>Developer</b>		<b>Courses Coordinator</b>		<b>Head of PRODI</b>	
					<b>Dr. Andi Kristanto, M.Pd</b>	
<b>Learning Outcomes</b>	<b>CPL-PRODI charged to courses</b>					
	CPL-A	Able to demonstrate a scientific, critical and innovative attitude in scientific and responsible learning of educational technology				
	CPL-K	Applying educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher				
	CPL-SC	Solve problems based on the case study method or project-based group learning in the field of Education technology, by prioritizing digital literacy				
	CPL-GC	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				
	<b>Course Learning Outcomes (CLO)</b>					
	CLO - A	Able to apply scientific, critical and innovative attitude to educational technology scientific learning mastering the concept of cinematography				
	CLO - K	Able to apply educational technology science as a Learning Technology Developer in its application by mastering factual knowledge about the functions and benefits of technology, especially information and communication technology that is relevant to the development of the quality of education.				
CLO - SC	Have the ability to solve learning problems using project-based learning through learning media and learning resources in print, audio, audio-visual, computer-based, and integrated technology.					

CLO - GC	Have the ability to develop media as an outcome of Learning Technology developers by making appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and data analysis															
<b>The final ability of each learning stage (LLO)</b>																
LLO 1	Students are able to explain the basic concepts of cinematography															
LLO 2	Students are able to explain the difference between films, videos and soap operas															
LLO 3	Students are able to explain the characteristics of cinematographic techniques and FAST DOTS															
LLO 4	Students are able to explain visual language in cinematography															
LLO 5	Students are able to classify films by genre															
LLO 6	Students are able to explain the identification of film programs															
LLO 7	Students are able to identify film programs based on technical elements															
LLO 8	<b>Midterm Exam</b>															
LLO 9	Students are able to observe and analyze film programs															
LLO 10	Students are able to explain the production terminology of video/television programs															
LLO 11	Students are able to explain the system of light and sound															
LLO 12	Students are able to explain the stages of developing ideas and supporting video programs															
LLO 13	Students are able explain the stages of developing an educational soap opera script															
LLO 14	Students are able to explain the stages of production of educational soap operas															
LLO 15	Students are able to evaluate educational soap opera programs															
LLO 16	<b>Final Exam</b>															
<b>Correlation between CPL/CLO to LLO</b>																
	<b>LL</b>	<b>LL</b>	<b>LL</b>	<b>LL</b>	<b>LL</b>	<b>LL</b>	<b>LLO</b>	<b>LLO</b>	<b>LLO</b>	<b>LLO</b>	<b>LLO</b>	<b>LLO</b>	<b>LLO</b>	<b>LLO</b>	<b>LLO</b>	
	<b>O 1</b>	<b>O 2</b>	<b>O 3</b>	<b>O 4</b>	<b>O 5</b>	<b>O 6</b>	<b>7</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	
CLO - A																
CLO - K																
CLO - SC																
CLO - GC																
<b>Short Course Description</b>	This Cinematography course provides knowledge and insight into the basic concepts of cinema and is able to engineer, develop, produce, and utilize and evaluate educational cinema in an active, creative, effective, and fun way. The scope of this course material is Definition, Types and Positions of Educational Television, Film Language, Production Terminology of Video/Television Programs, Light and Sound System, Main Ideas and Supporting Ideas, Scripts for Educational soap operas, Production of Educational soap operas and Evaluation of Educational soap operas.															

<b>Study Materials: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. The basic concept of cinematography within the scope of films, videos, and soap operas</li> <li>2. Concepts and differences between films, videos and soap operas</li> <li>3. Introduction to cinematographic technique characteristics: FAST DOTS</li> <li>4. Introduction to visual language dictionary</li> <li>5. Movie genre introduction</li> <li>6. Know the type of film program identification</li> <li>7. Knowing the elements of shooting techniques</li> <li>8. <b>Midterm Exam</b></li> <li>9. Watching and analyzing movies</li> <li>10. Terminology of video/television program production</li> <li>11. Light and sound</li> <li>12. Drafting ideas and supports</li> <li>13. Educational soap opera script</li> <li>14. Educational soap opera production</li> <li>15. Evaluation of educational soap operas</li> <li>16. <b>Final Exams</b></li> </ol>						
<b>References</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Play:</b></td> <td></td> </tr> <tr> <td colspan="2"> <ol style="list-style-type: none"> <li>1. Cheppy Riyana. 2010. Guidelines for Video Media Development. Bandung: P3AI Program, Indonesian University of Education</li> <li>2. Hendi Hendratman, S. 2012. The Magic of Adobe Premiere Pro. Bandung: Informatics Bandung</li> <li>3. Junarius Andi Purba, SS 2013. Correct Shooting Makes Your Video a Class of Professional Videographer's Work. Yogyakarta: ANDI Publisher</li> <li>4. Morissan. 2010. Broadcasting Media Management Strategy to Manage Radio and Television. Jakarta: Prenada Media</li> <li>5. Sulistiowati, et al. 2020. Handout of Video/Television Media Development. Surabaya: Education Technology FIP Unesa</li> <li>6. Hackbarth, Steven. 1996. The Educational Technology Handbook. New Jersey: Englewood Cliffs.</li> <li>7. Abraham. 2001. Writing Media TV/Video Learning Scripts. Malang: State University of Malang.</li> <li>8. Tegeh, I Made. 2005. Educational soap operas. Singaraja: Singaraja State IKIP.</li> <li>9. Tegeh, I Made and Luh Putu Putrini Mahadewi. 2016. Education Cinematography. Singaraja: Undiksha.</li> </ol> </td> </tr> <tr> <td><b>Supporters:</b></td> <td></td> </tr> </table>	<b>Play:</b>		<ol style="list-style-type: none"> <li>1. Cheppy Riyana. 2010. Guidelines for Video Media Development. Bandung: P3AI Program, Indonesian University of Education</li> <li>2. Hendi Hendratman, S. 2012. The Magic of Adobe Premiere Pro. Bandung: Informatics Bandung</li> <li>3. Junarius Andi Purba, SS 2013. Correct Shooting Makes Your Video a Class of Professional Videographer's Work. Yogyakarta: ANDI Publisher</li> <li>4. Morissan. 2010. Broadcasting Media Management Strategy to Manage Radio and Television. Jakarta: Prenada Media</li> <li>5. Sulistiowati, et al. 2020. Handout of Video/Television Media Development. Surabaya: Education Technology FIP Unesa</li> <li>6. Hackbarth, Steven. 1996. The Educational Technology Handbook. New Jersey: Englewood Cliffs.</li> <li>7. Abraham. 2001. Writing Media TV/Video Learning Scripts. Malang: State University of Malang.</li> <li>8. Tegeh, I Made. 2005. Educational soap operas. Singaraja: Singaraja State IKIP.</li> <li>9. Tegeh, I Made and Luh Putu Putrini Mahadewi. 2016. Education Cinematography. Singaraja: Undiksha.</li> </ol>		<b>Supporters:</b>	
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<b>Supporters:</b>							
<b>Lecturer</b>							
<b>Prerequisite Courses</b>	-						

Week	Final ability of each stage of learning (LLO)	Valuation		Forms of Learning, learning methods, Student Assignment, [ Estimated Time ]		Learning Materials [Books]	Assessment Weight (%)
		Indicators	Criteria & Shape	Offline Learning (offline))	Online Learning (online))		
		(1)	(2)	(3)	(4)		
1.	Students are able to explain the basic concepts of cinematography	<ol style="list-style-type: none"> <li>1. Explain the meaning of cinematography</li> <li>2. Explain the development of cinema/film in Indonesia.</li> <li>3. Explain the function of cinema/film as a tool/media</li> <li>4. Explaining about cinema programs on television</li> <li>5. Explain about visualization.</li> <li>6. Explaining pictuarization</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation assessment sheet</li> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Students study and discuss <ul style="list-style-type: none"> <li>- Cinematography development</li> <li>- Cinema/movie function</li> <li>- Cinema program on television</li> <li>- Visualization and picturization</li> </ul> </li> <li>2. Students brainstorm in accordance with study materials and learning resources.</li> <li>3. Structured</li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> <li>- 4 x 50 minutes</li> </ul>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> <li>- 4 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Combes, Peter &amp; Tiffin, John. 1978. Television Production for Education. Britain: Thompson Litho.</li> <li>- Subroto, Darwanto Sastro. 1994. Television Show Production. Yogyakarta: UniPress Discourse Ambassador.</li> <li>- Wibowo, Fred. 1997. Fundamentals of Television Program Production. Jakarta:</li> </ul>	5%

			assignments to work on questions and collected at the next meeting.			Gramedia Widiasarana Indonesia.	
2.	Students are able to explain the difference between films, videos and soap operas	<ol style="list-style-type: none"> <li>1. Explain the meaning of films, videos and soap operas</li> <li>2. Explain the difference between films, videos and soap operas</li> <li>3. Identify the types of films, videos, and soap operas</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation assessment sheet</li> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Students discuss: the differences between films, videos and soap operas</li> <li>2. Students look for examples of films and soap operas in the form of short footage from a television</li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> <li>- 4 x 50 minutes</li> </ul>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorm</li> <li>- 4 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Asura, Enang Rokajat. 2005. Practical Guide to Writing Screenplays from Advertisements to Sinetrons. Yogyakarta: Andi.</li> <li>- Biran, Misbach Yusa. 2006. Writing Scenario Techniques for Stories. Jakarta: Pustaka Jaya.</li> <li>- Krevolin, Richard. 2003. Secrets of Success in Box Office Films. Bandung:</li> </ul>	5%

						Kaifa	
3.	Students are able to explain the characteristics of cinematographic techniques and FAST DOTS	<ol style="list-style-type: none"> <li>1. Explain the meaning of FAST DOTS</li> <li>2. Explain and look for examples of FAST DOTS</li> <li>3. Applying FAST DOTS to filmmaking</li> </ol>	<p>Criteria:</p> <ol style="list-style-type: none"> <li>1. Active participation assessment sheet</li> <li>2. Active participation assessment rubric</li> </ol> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Students explain the meaning of FAST DOTS</li> <li>2. Students explain and look for examples of FAST DOTS in the form of pictures or videos</li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> <li>- 4 x 50 minutes</li> </ul>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> <li>- 4 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Baksin, Askurifai. 2003. Making Indie Films is Easy. Bandung: Catharsis.</li> <li>- Widagdo, M Bayu &amp; Gora S, Winastwan. 2004. Make Your Own Film (Indonesian Film Production Guide). Yogyakarta: PD. Anindya.</li> </ul>	5%
4.	Students are able to explain visual language in cinematography	<ol style="list-style-type: none"> <li>1. Identifying visual language in cinematography</li> <li>2. Explain the meaning and function of visual language in cinematography</li> </ol>	<p>Criteria:</p> <ol style="list-style-type: none"> <li>1. Active participation assessment sheet</li> <li>2. Active participation assessment rubric</li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> <li>- 4 x 50 minutes</li> </ul>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> <li>- 4 x 50 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Effendy, Heru. 2002. Let's Make a Movie: A Guide to Becoming a Producer. Yogyakarta:</li> </ul>	5%

		<p>3. Explain the terms video camera movement (visual movement)</p> <p>4. Explain examples of visual language</p>	<p>Form:</p> <ol style="list-style-type: none"> <li>1. Students identify visual language in cinematography. In the form of (MCU, CU, MLS, LS, etc.)</li> <li>2. Students explain the meaning and function of visual language in cinematography. In the form of (MCU, CU, MLS, LS, etc.)</li> <li>3. Students explain examples of visual language, (MCU, CU, MLS, LS, etc.)</li> </ol>			<p>Konfiden</p> <ul style="list-style-type: none"> <li>- Honthaner, Eve Light. 2000. The Complete Film Production Handbook. Los Angeles: Lone</li> <li>- Eagle Publishing. Sani, Asrul. 1986. How to Judge a Film. Jakarta: Citra Foundation.</li> <li>- Subroto, Darwanto Sastro. 1994. Television Show Production. Yogyakarta: Discourse Ambassador UniPress.</li> </ul>	
5.	Students are able to classify films by genre	<ol style="list-style-type: none"> <li>1. Explain the meaning of film genre</li> <li>2. Classify various</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation</li> </ul> <p>assessment sheet</p>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> </ul>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and</li> </ul>	<ul style="list-style-type: none"> <li>- Chandra, Handi. 2003. Professional Video</li> </ul>	5%

		<p>film genres</p> <p>3. Searching for sample films by genre</p>	<ul style="list-style-type: none"> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Students explain the meaning of film genre. Such as (romance, drama, horror, etc.)</li> <li>2. Students classify genres and look for examples of films from the genres found</li> </ol>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Brainstorming</li> <li>- 4 x 50 minutes</li> </ul>	<p>answer</p> <ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- 4 x 50 minutes</li> </ul>	<p>Editing Premiere 6.5. Palembang: Maxicom.</p> <ul style="list-style-type: none"> <li>- Wijaya, Educate. 2003. Premiere Magic Digital Video Editing. Bogor: Antero</li> </ul>	
6.	Students are able to explain the identification of film programs	<ol style="list-style-type: none"> <li>1. Identify film programs and differentiate by type of identification</li> <li>2. Differentiate types of movies</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation assessment sheet</li> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Students identify film programs, including (Title, year, genre, production, director, cast,</li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<ul style="list-style-type: none"> <li>- Hackbarth, Steven. 1996. The Educational Technology Handbook. New Jersey : Englewood Cliffs.</li> </ul>	5%



			synopsis)				
7.	Students are able to identify film programs based on technical elements	<ol style="list-style-type: none"> <li>Identifying film programs based on elements of making techniques</li> <li>Distinguishing film programs based on the technique of making</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>Active participation assessment sheet</li> <li>Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>Students identify film programs based on techniques for taking pictures, camera arrangement, visual composition, lighting, characters, and setting/plot.</li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>scientific</li> <li>Discussion</li> <li>Question and answer</li> <li>Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>scientific</li> <li>Discussion</li> <li>Question and answer</li> <li>Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<ul style="list-style-type: none"> <li>Hackbarth, Steven. 1996. The Educational Technology Handbook. New Jersey : Englewood Cliffs.</li> </ul>	5%
8.	<b>MIDTERM EXAM</b>						15%
9.	Students are able to observe and analyze film programs	<ol style="list-style-type: none"> <li>Identifying film programs based on elements of making techniques</li> <li>Distinguishing film programs based on the technique of</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>Active participation assessment sheet</li> <li>Active participation assessment rubric</li> </ul>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>scientific</li> <li>Discussion</li> <li>Question and answer</li> <li>Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>scientific</li> <li>Discussion</li> <li>Question and answer</li> <li>Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<ul style="list-style-type: none"> <li>Tegeh, I Made. 2005. Educational soap operas. Singaraja: Singaraja State IKIP.</li> <li>Tegeh, I Made and</li> </ul>	5%

		making	<p>Form:</p> <ol style="list-style-type: none"> <li>1. Students identify film programs, including (Title, year, genre, production, director, cast, synopsis)</li> <li>2. Students identify film programs based on techniques for taking pictures, camera arrangement, visual composition, lighting, characters, and setting/plot.</li> </ol>			<p>Luh Putu Putrini Mahadewi. 2016. Education Cinematography. Singaraja: Undiksha.</p>	
<b>10.</b>	Students are able to explain the production terminology of video/television programs	<ol style="list-style-type: none"> <li>1. Distinguishing visual elements, visual measures, and visual movements in the visual language of video/television programs</li> <li>2. Explain the 3 visual measures in the visual language of video/television</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation assessment sheet</li> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Students explain visual language into elements,</li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<ul style="list-style-type: none"> <li>- Tegeh, I Made. 2005. Educational soap operas. Singaraja: Singaraja State IKIP.</li> <li>- Tegeh, I Made and Luh Putu Putrini Mahadewi. 2016.</li> </ul>	5%

		<p>programs</p> <p>3. Mention the elements of audio in video/television programs</p> <p>4. Explain the function of audio in video/television programs</p> <p>5. Explain technical audio terms.</p>	<p>sizes and movements</p> <p>2. Students explain audio language into elements, sizes and movements</p>			<p>Education Cinematography. Singaraja: Undiksha.</p>	
11.	Students are able to explain the system of light and sound	<p>1. Explain the purpose of lighting arrangement in the production of video/television programs.</p> <p>2. Mention the terms lighting arrangement in the production of video/television programs.</p> <p>3. Identify the types of light in the production of video/television programs.</p> <p>4. Explain the proper placement</p>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation assessment sheet</li> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Students discuss and ask questions about the purpose of lighting arrangement, terms in lighting arrangement.</li> <li>2. Assignment of lamp placement.</li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<ul style="list-style-type: none"> <li>- Tegeh, I Made. 2005. Educational soap operas. Singaraja: Singaraja State IKIP.</li> <li>- Tegeh, I Made and Luh Putu Putrini Mahadewi. 2016. Education Cinematography. Singaraja: Undiksha.</li> </ul>	5%

		<p>of lights in the production of video/television programs.</p> <p>5. Explain the importance of sound in the production of video/television programs.</p> <p>6. Classify the types of microphones in the production of video/television programs.</p> <p>7. Explains how to use a microphone in the production of a video/television program.</p>	<p>3. Discussion</p> <p>4. importance of sound, types of microphones, and preparing, selecting, using microphones.</p>				
<b>12.</b>	Students are able to explain the stages of developing ideas and supporting video programs	<p>1. Distinguish between main ideas and supporting ideas</p> <p>2. Explain how to collect ideas through brainstorming</p> <p>3. State four criteria to consider whether an idea is good or not</p>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation assessment sheet</li> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <p>1. Students discuss and assign the</p>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<ul style="list-style-type: none"> <li>- Tegeh, I Made. 2005. Educational soap operas. Singaraja: Singaraja State IKIP.</li> <li>- Tegeh, I Made and Luh Putu Putrini Mahadewi.</li> </ul>	5%

		<ol style="list-style-type: none"> <li>4. Identify two techniques for selecting ideas to use</li> <li>5. Describe three ways of organizing ideas.</li> </ol>	<p>difference between main and supporting ideas.</p> <ol style="list-style-type: none"> <li>2. Assignment of selection and drafting of ideas</li> </ol>			2016. Education Cinematography. Singaraja: Undiksha.	
<b>13.</b>	Students are able explain the stages of developing an educational soap opera script	<ol style="list-style-type: none"> <li>1. Explain the process of writing educational soap opera scripts</li> <li>2. Writing an educational soap opera script</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation assessment sheet</li> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Students discuss the process of making educational soap opera scripts, including: <ul style="list-style-type: none"> <li>- Planning stage</li> <li>- Development stage</li> <li>- Implementation stage</li> </ul> </li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<ul style="list-style-type: none"> <li>- Abraham. 2001. Writing Media TV/Video Learning Scripts. Malang : State University of Malang.</li> </ul>	5%
<b>14.</b>	Students are able to explain the stages of production of educational soap operas	<ol style="list-style-type: none"> <li>1. Explain the stages of production of educational soap operas</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation assessment sheet</li> </ul>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> </ul>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and</li> </ul>	<ul style="list-style-type: none"> <li>- Tegeh, I Made. 2005. Educational soap operas.</li> </ul>	5%

			<ul style="list-style-type: none"> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Students discuss the process of making educational soap opera scripts, including: <ul style="list-style-type: none"> <li>- Pre-production stage</li> <li>- Production stage</li> <li>- Post-production stage</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p>answer</p> <ul style="list-style-type: none"> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p>Singaraja: Singaraja State IKIP.</p> <ul style="list-style-type: none"> <li>- Tegeh, I Made and Luh Putu Putrini Mahadewi. 2016. Education Cinematography. Singaraja: Undiksha.</li> </ul>	
<b>15.</b>	Students are able to evaluate educational soap opera programs	<ol style="list-style-type: none"> <li>1. Defining the evaluation of educational soap opera programs</li> <li>2. Develop an evaluation plan for educational soap operas</li> <li>3. Develop an evaluation plan for educational soap operas</li> <li>4. Explain the steps for evaluating educational soap opera programs</li> </ol>	<p>Criteria:</p> <ul style="list-style-type: none"> <li>- Active participation assessment sheet</li> <li>- Active participation assessment rubric</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>1. Lectures and Questions and Answers on the meaning, function, and objectives of</li> </ol>	<p><i>Contextual Instructions:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<p><i>Synchronous:</i></p> <ul style="list-style-type: none"> <li>- scientific</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Brainstorming</li> </ul> <p>4 x 50 minutes</p>	<ul style="list-style-type: none"> <li>- Tegeh, I Made. 2005. Educational soap operas. Singaraja: Singaraja State IKIP.</li> <li>- Tegeh, I Made and Luh Putu Putrini Mahadewi. 2016. Education Cinematography.</li> </ul>	5%

		5. Evaluating educational soap opera programs 6. Reporting the results of the evaluation of the educational soap opera program.	program evaluation. 2. Assignment of drafting and evaluation instruments. 3. Assignment of evaluating cinema and making reports 4. Evaluation report presentation			Singaraja: Undiksha.	
16.	<b>FINAL EXAMS</b>						
	<b>- Assignment report for educational soap opera program evaluation</b>						<b>15%</b>

**Note:**

1. **Graduate Learning Achievement PRODI (CPL-PRODI)** is an ability possessed by every PRODI graduate which is an internalization of attitude, mastery of knowledge and skills in accordance with the level of study program obtained through the learning process.
2. **CPL charged in the course** is some of the learning achievements of study program graduates (CPL-PRODI) which are used for the formation / development of a course consisting of aspects of attitude, general agility, special skills and knowledge.
3. **CP Course (CLO)** is an ability that is specifically described from the CLO charged in the course, and is specific to the study material or learning material of the course.
4. **Sub-CP Courses (LLO)** are specifically described abilities of LLO that can be measured or observed and are the final abilities planned at each stage of learning, and are specific to the learning materials of the course.
5. **Indicators for assessing student learning** outcomes and processes 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 measures or benchmarks for learning achievement in assessment based on predetermined indicators. Assessment criteria are guidelines for raters so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Assessment techniques:** 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 that can be presented in the form of several main points and sub-topics.
11. **The weight of the assessment** is the percentage of assessment of each achievement of the LLO which is proportional to the level of difficulty of achieving the LLO, and the total is 100%.
12. **LP**=Learning Process, **SA**=Structured Assignments, **IA**=Independent Activities.

Portfolio of Student CPL Achievement Assessment and Evaluation

we ek	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question Weight - W(%)*)	Weight (%) LLO	Student Grades (0-100)	1d(( Student Grades) X (Weight %)*))	Achievement CPL to Course (%)
1.	Applying educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher	Able to apply educational technology science as a Learning Technology Developer in its application by mastering factual knowledge about the functions and benefits of technology, especially information and communication technology that is relevant to the development of the quality of education.	Students are able to explain the basic concepts of cinematography	<ol style="list-style-type: none"> <li>1. Explain the meaning of cinematography</li> <li>2. Explain the development of cinema/film in Indonesia.</li> <li>3. Explain the function of cinema/film as a tool/media</li> <li>4. Explaining about cinema programs on television</li> <li>5. Explain about visualization.</li> <li>6. Explaining pictuarization</li> </ol>	Task 1 1. Explain the meaning of cinematography 2. Explain the development of cinema/film in Indonesia. 3. Explain the function of cinema/film as a tool/media 4. Explain about the cinema program on television 5. Explain about	5%	5%		5%



					visualization. Explaining pictuarization					
2.	Applying educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher	Able to apply educational technology science as a Learning Technology Developer in its application by mastering factual knowledge about the functions and benefits of technology, especially information and communication technology that is relevant to the development of the quality of education.	Students are able to explain the difference between films, videos and soap operas	<ol style="list-style-type: none"> <li>1. Explain the meaning of films, videos and soap operas</li> <li>2. Explain the difference between films, videos and soap operas</li> <li>3. Identify the types of films, videos, and soap operas</li> </ol>	<p>Task 2</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of films, videos and soap operas</li> <li>2. Explain the difference between films, videos and soap operas</li> <li>3. Identify the types of films, videos, and soap operas</li> </ol>	5%	5%			5%

3.	Applying educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher	Able to apply educational technology science as a Learning Technology Developer in its application by mastering factual knowledge about the functions and benefits of technology, especially information and communication technology that is relevant to the development of the quality of education.	Students are able to explain the characteristics of cinematographic techniques and FAST DOTS	<ol style="list-style-type: none"> <li>1. Explain the meaning of FAST DOTS</li> <li>2. Explain and look for examples of FAST DOTS</li> <li>3. Applying FAST DOTS to filmmaking</li> </ol>	Task 3 1. Explain the meaning of FAST DOTS and give each example of Fast Dots in the form of video/image footage	5%	5%			5%
4.	Applying educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher	Able to apply educational technology science as a Learning Technology Developer in its application by mastering factual knowledge about the functions and benefits of technology, especially information and	Students are able to explain visual language in cinematography	<ol style="list-style-type: none"> <li>1. Identifying visual language in cinematography</li> <li>2. Explain the meaning and function of visual language in cinematography</li> <li>3. Explain the terms video camera movement (visual movement)</li> <li>4. Explain examples of visual language</li> </ol>	Task 4. Look up the terms visual language and camera movement in cinematography, and give examples	5%	5%			5%

		communication technology that is relevant to the development of the quality of education.								
5.	Solve problems based on the case study method or project-based group learning in the field of Education technology, by prioritizing digital literacy	Have the ability to solve learning problems using project-based learning through learning media and learning resources in print, audio, audio-visual, computer-based, and integrated technology.	Students are able to classify films by genre	<ol style="list-style-type: none"> <li>1. Explain the meaning of film genre</li> <li>2. Classify various film genres</li> <li>3. Searching for sample films by genre</li> </ol>	<p>Task 5</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of film genre</li> <li>2. Classify the genres of films you know</li> <li>3. discuss with a group of friends</li> </ol>	5%	5%			5%
6.	Solve problems based on the case study method or project-based group learning in the field of Education technology, by prioritizing digital literacy	Have the ability to solve learning problems using project-based learning through learning media and learning resources in print, audio, audio-visual, computer-based, and integrated technology.	Students are able to explain the identification of film programs	<ol style="list-style-type: none"> <li>1. Identify film programs and differentiate by type of identification</li> <li>2. Differentiate types of movies</li> </ol>	<p>Task 6</p> <p>Identify the types of films in groups</p>	5%	5%			5%
7.	Applying educational technology knowledge as a Learning Technology Developer, Education and	Able to apply educational technology science as a Learning Technology Developer in its	Students are able to identify film programs based on technical	<ol style="list-style-type: none"> <li>1. Identifying film programs based on elements of making techniques</li> <li>2. Distinguishing film programs</li> </ol>	<p>Task 6</p> <p>Identify the types of films in groups</p>	5%	5%			5%

	Training Analyst, and Multimedia/Animation/Broadcast Teacher	application by mastering factual knowledge about the functions and benefits of technology, especially information and communication technology that is relevant to the development of the quality of education.	elements	based on the technique of making							
8	<b>MIDTERM EXAM</b>						15%				15%
9	Able to demonstrate a scientific, critical and innovative attitude in scientific and responsible learning of educational technology	Able to apply scientific, critical and innovative attitude to educational technology scientific learning mastering the concept of cinematography	Students are able to observe and analyze film programs	<ol style="list-style-type: none"> <li>1. Identifying film programs based on elements of making techniques</li> <li>2. Distinguishing film programs based on the technique of making</li> </ol>	Task 7 Reviewing films based on the technique of making them in groups	5%	5%			5%	
10	Applying educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast	Able to apply educational technology science as a Learning Technology Developer in its application by mastering factual knowledge about the functions and	Students are able to explain the production terminology of video/television programs	<ol style="list-style-type: none"> <li>1. Distinguishing visual elements, visual measures, and visual movements in the visual language of video/television programs</li> <li>2. Explain the 3 visual measures in</li> </ol>	Task 8 Discussion of audio elements and audio functions as well as audio technical terms.	5%	5%			5%	

	Teacher	benefits of technology, especially information and communication technology that is relevant to the development of the quality of education.		<p>the visual language of video/television programs</p> <ol style="list-style-type: none"> <li>3. Mention the elements of audio in video/television programs</li> <li>4. Explain the function of audio in video/television programs</li> <li>5. Explain technical audio terms.</li> </ol>						
11	Applying educational technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher	Able to apply educational technology science as a Learning Technology Developer in its application by mastering factual knowledge about the functions and benefits of technology, especially information and communication technology that is relevant to the development of the quality of education.	Students are able to explain the system of light and sound	<ol style="list-style-type: none"> <li>1. Explain the purpose of lighting arrangement in the production of video/television programs.</li> <li>2. Mention the terms lighting arrangement in the production of video/television programs.</li> <li>3. Identify the types of light in the production of video/television programs.</li> <li>4. Explain the proper placement of</li> </ol>	Task 8 Presentation of audio elements and audio functions as well as audio technical terms.	5%	5%			5%

				<p>lights in the production of video/television programs.</p> <p>5. Explain the importance of sound in the production of video/television programs.</p> <p>6. Classify the types of microphones in the production of video/television programs.</p> <p>7. Explains how to use a microphone in the production of a video/television program.</p>						
12	<p>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</p>	<p>Have the ability to develop media as an outcome of Learning Technology developers by making appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and</p>	<p>Students are able to explain the stages of developing ideas and supporting video programs</p>	<p>1. Distinguish between main ideas and supporting ideas</p> <p>2. Explain how to collect ideas through brainstorming</p> <p>3. State four criteria to consider whether an idea is good or not</p>	<p>Task 9 Discussion of script ideas in groups</p>	5%	5%			5%

		data analysis		<ol style="list-style-type: none"> <li>4. Identify two techniques for selecting ideas to use</li> <li>5. Describe three ways of organizing ideas.</li> </ol>						
13	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	Have the ability to develop media as an outcome of Learning Technology developers by making appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and data analysis	Students are able explain the stages of developing an educational soap opera script	<ol style="list-style-type: none"> <li>1. Explain the process of writing educational soap opera scripts</li> <li>2. Writing an educational soap opera script</li> </ol>	Task 10 1. Explain the process of writing a soap opera script	5%	5%			5%
14	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	Have the ability to develop media as an outcome of Learning Technology developers by making appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and	Students are able to explain the stages of production of educational soap operas	1. Explain the stages of production of educational soap operas	Task 11 1. Explain the production stages of an educational soap opera	5%	5%			5%

		data analysis								
15	Able to demonstrate a scientific, critical and innovative attitude in scientific and responsible learning of educational technology	Able to apply scientific, critical and innovative attitude to educational technology scientific learning mastering the concept of cinematography	Students are able to evaluate educational soap opera programs	<ol style="list-style-type: none"> <li>1. Defining the evaluation of educational soap opera programs</li> <li>2. Develop an evaluation plan for educational soap operas</li> <li>3. Develop an evaluation plan for educational soap operas</li> <li>4. Explain the steps for evaluating educational soap opera programs</li> <li>5. Evaluating educational soap opera programs</li> </ol> <ol style="list-style-type: none"> <li>1. Reporting the results of the evaluation of the educational soap opera program.</li> </ol>	Thesis: Educational soap opera program evaluation report	5%	5%			5%
16	<b>FINAL EXAMS</b>						15%			15%
<b>WEIGHT SCORE (%)</b>						<b>100</b>	<b>100</b>			<b>100</b>
<b>Student Final Grade (ȳ(Student grades) X (Weight%))</b>										

**Note:** CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes