

## SEMESTER LEARNING PLAN



**UNIVERSITAS NEGERI SURABAYA  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND EDUCATIONAL TECHNOLOGY  
EDUCATIONAL TECHNOLOGY S1 STUDY PROGRAM**

**Document  
Code**

### SEMESTER LEARNING PLAN

COURSES (MK)	CODE	MK Cluster	WEIGHT (credits)		SEMESTER	Compilation Date
<b>Information and Communication Technology-Based Learning</b>	8620304048	Learning Design	<b>T=1</b>	<b>P=1</b>	4	April 8, 2022
<b>AUTHORIZATION</b>	<b>RPS Developer</b>		<b>RMK Coordinator</b>		<b>Head of Study Program</b>	
			-		<b>Dr. Andi Kristanto, S.Pd., M.Pd.</b>	
<b>Learning Outcomes(CP)</b>	<b>CPL-PRODI charged to MK</b>					
	CPL-Attitude	Able to demonstrate a scientific, critical and innovative attitude in learning scientific education technology in a professional and responsible manner				
	CPL-Knowledge	Applying Educational Technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast teacher				
	CPL-Special Competencies	Solve problems based on the case study method or project-based group learning in the field of Education Technology, by prioritizing digital literacy				
	CPL-General Competencies	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 (CPMK)</b>					
	CPMK-S..	Able to carry out scientific, critical and innovative attitudes in order to provide information and communication technology-based learning based on Educational Technology knowledge				
	CPMK-P..	Able to apply educational technology knowledge in order to provide information and communication technology-based learning as a Learning Technology Developer				



	CPMK-KU...						√	√	√	√	√	√		
<b>DescriptionShort MK</b>	This course discusses the concepts and procedures of facilitating learning using information and communication technology to help achieve learning objectives more effectively and efficiently. In this course, various kinds of material are presented that can improve knowledge and skills as well as attitudes so that it is hoped that after implementing ICT-based learning courses, they will become experts in information and communication technology-based learning as developers of Educational Technology and Educational Analysis.													
<b>Study Materials: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Definition, characteristics, functions, benefits of information and communication technology</li> <li>2. Definition, categories, and relationships of computing systems</li> <li>3. The main components in a computer system</li> <li>4. Definition, forms, examples, roles, development of telecommunications and networks</li> <li>5. Definition, types, development, examples of database application</li> <li>6. Understanding and development of the internet and WWW</li> <li>7. Definition and types of applications</li> <li>8. Understanding and examples of e-learning</li> <li>9. Definition and examples of mobile learning</li> <li>10. Definition and examples of hypermedia</li> <li>11. Definition, functions, benefits of LMS</li> <li>12. Applications and features in LMS</li> <li>13. LMS Development</li> </ol>													
<b>References</b>	<b>Main:</b>													
	<ol style="list-style-type: none"> <li>1. <i>Edy I., Jurike V. 2014. Introduction to Information Technology. Yogyakarta: Depublish</i></li> <li>2. <i>Durin, Allison. 2009. Mobile Technology for Children: Design for Interaction and Learning. USA: Elseiver</i></li> <li>3. <i>Dian Wahyuningsih (author); Grace Makmur (author). (2017; © 2017 at Informatics Publishers). E-learning : theory and application / Dian Wahyuningsih, M.Pd., Rakhmat Makmur. Bandung :: Informatics Bandung,.</i></li> <li>4. <i>Ficarra, Francisco V. Cipolla. 2010. Quality and Communicability for Interactive Hypermedia Systems: Concepts and Practices for Design. USA: IGI Global</i></li> <li>5. Harepha, Nelius. 2020. Learning Management System. Jakarta: UKI PRESS. <a href="http://repository.uki.ac.id/1927/1/BukuLearningManagementSystem.pdf">http://repository.uki.ac.id/1927/1/BukuLearningManagementSystem.pdf</a>.</li> </ol>													
	<b>Supporter:</b>													
	<ol style="list-style-type: none"> <li>1. Sumarno, Alim, et al. 2020. Information and Communication Technology-Based Learning Handout. Surabaya: Technology</li> <li>2. References Anderson, Terry and Fathi Elloumi. 2004. Theory and Practice of Online Learning. USA: Atabasca University</li> </ol>													
<b>Supporting lecturer</b>														
<b>Subjectcondition</b>	<ol style="list-style-type: none"> <li>1. Introduction to Educational Technology</li> <li>2. Introduction to Communication</li> </ol>													

- 3. Message Design
- 4. Learning Theory
- 5. Media Development

Week to-	The final ability of each learning stage (Sub-CPMK)	Evaluation		Learning Forms, Learning methods, Student Assignment, [ Estimated time]		Learning materials [ References ]	Rating Weight (%)
		Indicator	Criteria & Form	Offline Learning	Online Learning (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the meaning, characteristics, functions and benefits of information and communication technology	1. Students are able to explain the meaning of information and communication technology 2. Students are able to explain the characteristics of information and communication technology 3. Students are able to explain the function or use of information and communication technology 4. Students are able to explain the benefits of information and	- Written and Oral Test		- Lecture - Discussion - Question and answer - Assignment	1	1%

		communication technology					
2	Students are able to explain the meaning, categories, and relationships of computing systems in information technology	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of computing systems</li> <li>2. Students are able to explain four categories of hardware and software</li> <li>3. Students are able to explain the relationship between software and hardware</li> </ol>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	1	1%
3	Students are able to explain the main components of computer systems in information technology	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of CPU</li> <li>2. Students are able to explain computer storage media</li> <li>3. Students explain the components of computer input and output</li> </ol>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	1	4%
4	Students are able to explain understanding, form, example, role and development of telecommunications systems	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of telecommunications</li> </ol>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	1	4%

	and networks in information technology	<ol style="list-style-type: none"> <li>2. Students are able to explain examples of telecommunications</li> <li>3. Students explain the role of telecommunications in learning</li> <li>4. Students are able to explain the development of telecommunications</li> </ol>					
<b>5</b>	Students are able to explain the meaning, types, developments, and examples of the application of database systems in information technology	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of database</li> <li>2. Students are able to explain the types of databases</li> <li>3. Students are able to explain database development</li> </ol>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	1	4%
<b>6</b>	Students are able to explain the meaning and development internet and world wide web (WWW)	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of the internet</li> <li>2. Students are able to explain the meaning of WWW</li> </ol>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	1	4%

		3. Students are able to explain the development of the internet and WWW					
7	Students are able to explain the meaning, types of application systems	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of application</li> <li>2. Students are able to explain the types of applications</li> </ol>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	1	4%
8	ETS						20%
9	Students are able to explain the meaning and examples of e-learning	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of e-learning</li> <li>2. Students are able to explain examples of e-learning</li> </ol>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	3	4%
10	Students are able to explain the meaning and examples of mobile learning	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of mobile learning</li> <li>2. Students are able to explain examples of mobile learning</li> </ol>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	2	4%
11	Students are able to explain the meaning and examples of hypermedia	<ol style="list-style-type: none"> <li>1. Students are able to explain the</li> </ol>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> </ul>	4	4%

		<p>meaning of hypermedia</p> <p>2. Students are able to explain examples of hypermedia</p>	<ul style="list-style-type: none"> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Group Presentation</li> </ul>		
<b>12</b>	Students are able to explain the meaning, function, benefits of learning management system	<p>1. Students are able to explain the meaning of LMS</p> <p>2. Students are able to explain the benefits of LMS</p> <p>3. Students are able to explain the function of LMS</p>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	5	4%
<b>13</b>	Students are able to explain applications and features in the learning management system	<p>1. Students are able to explain LMS applications</p> <p>2. Students are able to explain the features of the LMS application</p>	<ul style="list-style-type: none"> <li>- Written and Oral Test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> <li>- Group Presentation</li> </ul>	5	4%
<b>14</b>	Students are able to create a learning management system in accordance with learning problems	<p>1. Students are able to make LMS designs according to learning problems</p>	<ul style="list-style-type: none"> <li>- Performance Assessment</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> </ul>	5	4%
<b>15</b>	Students are able to create a learning management system in accordance with learning problems	<p>1. Students are able to make reports / manual books / LMS documentation in</p>	<ul style="list-style-type: none"> <li>- Performance Assessment</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> </ul>	5	4%



		accordance with learning problems					
16	EAS						30%

**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 of attitudes, 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 study material 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 final ability 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 or performance 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 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 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, Collaborative Learning, 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 the sub-CPMK, and the total is 100%.
12. **PB**= Learning Process, **PT**=Structured Assignments, **KM**= Independent Activities.

Portfolio of Student CPL Achievement Assessment & Evaluation

Week	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question Form - Weight(%)*		Weight (%) Sub-CPMK	Mhs value (0-100)	1d((Mhs Grade) X (Weight%)*))	Achievement of CPL at the Constitutional Court (%)
1	CPL-P	CPMK-P	Sub-CPMK1	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of information and communication technology</li> <li>2. Students are able to explain the characteristics of information and communication technology</li> <li>3. Students are able to explain the function or use of information and communication technology</li> <li>4. Students are able to explain the benefits of information and communication technology</li> </ol>	Task 1 <ol style="list-style-type: none"> <li>1. Explain the definition of information and communication technology</li> <li>2. Describe the characteristics of information and communication technology</li> <li>3. Explain the definition of the function of the use of information and communication technology</li> <li>4. Explain the benefits of information and communication technology</li> </ol>	1%	1%			
2	CPL-P	CPMK-P	Sub-CPMK2	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of computing systems</li> <li>2. Students are able to explain four categories of hardware and software</li> <li>3. Students are able to explain the</li> </ol>	Task 2 <ol style="list-style-type: none"> <li>1. Explain the meaning of computing system</li> <li>2. Describe the four categories of hardware and software</li> <li>3. Explain the relationship</li> </ol>	1%	1%			

				relationship between software and hardware	between software and hardware					
3	CPL-P	CPMK-P	Sub-CPMK3	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of CPU</li> <li>2. Students are able to explain computer storage media</li> <li>3. Students explain the components of computer input and output</li> </ol>	<p>Task 3</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of CPU</li> <li>2. Explain the meaning and give an example of storage media on a computer</li> <li>3. Explain and give examples of computer input and output components</li> </ol>	4%	4%			
4	CPL-P	CPMK-P	Sub-CPMK4	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of telecommunications</li> <li>2. Students are able to explain examples of telecommunications</li> <li>3. Students explain the role of telecommunications in learning</li> <li>4. Students are able to explain the development of telecommunications</li> </ol>	<p>Task 4</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of telecommunications and networks</li> <li>2. Explain examples of telecommunications and networks</li> <li>3. Explain the role of communication technology and networks in learning</li> <li>4. Explain the development of telecommunications and networks in the current era</li> </ol>	4%	4%			
5	CPL-P	CPMK-P	Sub-CPMK5	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of database</li> </ol>	<p>Task 5</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of database</li> </ol>	4%	4%			

				<ol style="list-style-type: none"> <li>Students are able to explain the types of databases</li> <li>Students are able to explain database development</li> </ol>	<ol style="list-style-type: none"> <li>Name and explain the types of databases</li> <li>Explain database development</li> </ol>					
6	CPL-P	CPMK-P	Sub-CPMK6	<ol style="list-style-type: none"> <li>Students are able to explain the meaning of the internet</li> <li>Students are able to explain the meaning of WWW</li> <li>Students are able to explain the development of the internet and WWW</li> </ol>	<p>Task 6</p> <ol style="list-style-type: none"> <li>Explain the meaning of the internet</li> <li>Explain the meaning of WWW</li> <li>Explain the history and development of the internet and the WWW</li> </ol>	4%	4%			
7	CPL-P	CPMK-P	Sub-CPMK7	<ol style="list-style-type: none"> <li>Students are able to explain the meaning of application</li> <li>Students are able to explain the types of applications</li> </ol>	<p>Task 7</p> <ol style="list-style-type: none"> <li>Explain the meaning of application</li> <li>Mention the names that are included in the application software based on the category of the type of application</li> </ol>	4%	4%			
8	<b>Mid-Semester Evaluation (ETS)</b>					<b>20%</b>	<b>20%</b>			
9	CPL-P	CPMK-P	Sub-CPMK8	<ol style="list-style-type: none"> <li>Students are able to explain the meaning of e-learning</li> <li>Students are able to explain examples of e-learning</li> </ol>	<p>Task 8</p> <ol style="list-style-type: none"> <li>Explain the meaning of e-learning</li> <li>Mention and explain examples or forms of e-learning</li> </ol>	4%	4%			
10	CPL-P	CPMK-P	Sub-CPMK9	<ol style="list-style-type: none"> <li>Students are able to explain the meaning of mobile learning</li> </ol>	<p>Task 9</p> <ol style="list-style-type: none"> <li>Explain the meaning of mobile learning</li> </ol>	4%	4%			

				2. Students are able to explain examples of mobile learning	2. Explain examples of mobile learning					
11	CPL-P	CPMK-P	Sub-CPMK10	<ol style="list-style-type: none"> <li>Students are able to explain the meaning of hypermedia</li> <li>Students are able to explain examples of hypermedia</li> </ol>	<p>Task 10</p> <ol style="list-style-type: none"> <li>Explain the meaning of hypermedia</li> <li>Explain the example of hypermedia including the source</li> </ol>	4%	4%			
12	CPL-P	CPMK-P	Sub-CPMK11	<ol style="list-style-type: none"> <li>Students are able to explain the meaning of LMS</li> <li>Students are able to explain the benefits of LMS</li> <li>Students are able to explain the function of LMS</li> </ol>	<p>Task 11</p> <ol style="list-style-type: none"> <li>Explain the meaning of LMS</li> <li>Explain the benefits of LMS</li> <li>Explain the function of LMS</li> </ol>	4%	4%			
13	CPL-P	CPMK-P	Sub-CPMK12	<ol style="list-style-type: none"> <li>Students are able to explain LMS applications</li> <li>Students are able to explain the features of the LMS application</li> </ol>	<p>Task 12</p> <ol style="list-style-type: none"> <li>Mention and explain the LMS developer application software</li> <li>Mention and explain each feature</li> </ol>	4%	4%			
14	CPL-P	CPMK-P	Sub-CPMK13	<ol style="list-style-type: none"> <li>Students are able to make LMS designs according to learning problems</li> </ol>	<p>Task 13</p> <ol style="list-style-type: none"> <li>Make an LMS design according to the learning problem</li> </ol>	4%	4%			
15	CPL-KK	CPMK-KK	Sub-CPMK13	<ol style="list-style-type: none"> <li>Students are able to make reports / manual books / LMS documentation in</li> </ol>	<p>Task 14</p> <ol style="list-style-type: none"> <li>Make an LMS manual book according to the learning problem</li> </ol>	4%	4%			

				accordance with learning problems	that includes how to use it and its features					
16	<b>End of Semester Evaluation (EAS)</b>					<b>30%</b>	<b>30%</b>			
<b>Total weight (%)</b>						100	100			
<b>Student's final grade (ȳ(Mhs Grade) X (Weight%))</b>										

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