SEMESTER LEARNING PLAN

UNESA Universitas Negeri Surabaya	**STATE UNIVERSITY OF SURABAYA** **FACULTY OF EDUCATION** **DEPARTMENT OF CURRICULUM AND EDUCATIONAL TECHNOLOGY** **EDUCATIONAL TECHNOLOGY S1 STUDY PROGRAM**	**Document Code** **091**

SEMESTER LEARNING PLAN

COURSES (MK)	**CODE**	**MK Cluster**	**WEIGHT (credit)**		**SEMESTER**	**Compilation Date**
Instructional Design	**8620302179**	Learning Design	**T=2**	**P=2**	4	15 Maret 2022
AUTHORIZATION	**RPS Developer**	**RMK Coordinator**			**Head of Study Program**	
					Dr. Andi Kristanto, S.Pd. M.Pd.	

Learning Outcomes (CP)	**CPL-Study Program charged to MK**	
	CPL-S8	Able to demonstrate a scientific, critical and innovative attitude in learning scientific education technology in a professional and responsible manner
	CPL-P1	Mastering concepts, structures and materials in Educational Technology science as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher
	CPL-KK3	Solve problems based on the case study method or project-based group learning in the field of Education Technology, by prioritizing 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 Outcome (CPMK)	
	CPMK-S..	Capable of character faith, intelligence, independence, honest, caring, and resilient as business actors for Human Resource Development Educators both in school and out of school (Education and Training)
	CPMK-P..	Capable of mastering the basic orientation of learning planning and identifying the component of the learning system in doing the learning planning design as an analyst and developer of the learning technology
	CPMK-KK…	Capable of mastering the basic concepts of the learning planning model and of the learning planning development as an Analyst and Developer of the learning technology

	CPMK-KU..	Capable of mastering the learning planning design needs assessment and Identifying the learning planning base in the context of Curriculum 2013 as a Analyst and Developer of the Learning Technology
	Final Ability of each Learning Stage (Sub-CPMK)	
	Sub-CPMK1	Students were able to explain the Design Links of Learning to the Concepts of Educational Technologies
	Sub-CPMK2	Students are able to master the need assessment process and apply it in the Development of the Learning Planning Design
	Sub-CPMK3	Students are able to describe the relationship of planning and system approaches in undertaking the Development of the Learning Design
	Sub-CPMK4	Students were able to analyze concepts and principles in doing Development of the Learning Design
	Sub-CPMK5	Students are able to identify and analyze various planning models in Performing Learning Design Development
	Sub-CPMK6	Students are able to identify and analyze various Goal-Based Planning Models and Results in Developing Learning Design
	Sub-CPMK7	Students are able to Develop a Saintificial Learning model based on the context of Curriculum 2013 in undertaking Learning Design Development
	Sub-CPMK8	Students are able to Develop an Authentic Assessment Design based on the context of Curriculum 2013 in undertaking learning design development
	Sub-CPMK9	Students are able to Develop Learning Materials in undertaking learning design development
	Sub-CPMK10	Students are able to Develop Project Based and Problem Based Learning Strategies in performing learning design development
	Sub-CPMK11	Students are able to Develop syllabus, annual programs, and semester programs in undertaking learning design development
	Sub-CPMK12	Students are able to Develop Learning Planning Models in the context of the 2013 Curriculum based on projects (Project Based Learning) and based on problem (Problem Based Learning)
	Corelation between CPL/CPMK head to Sub-CPMK	

	Sub-CPMK1	**Sub-CPMK2**	**Sub-CPMK3**	**Sub-CPMK4**	**Sub-CPMK5**	**Sub-CPMK6**	**Sub-CPMK7**	**Sub-CPMK8**	**Sub-CPMK9**	**Sub-CPMK10**	**Sub-CPMK11**	**Sub-CPMK12**
CPMK-S..												√
CPMK-P…			√						√	√	√	
CPMK-KK…	√			√	√	√						
CPMK-KU…		√					√	√				

Short Description Courses	Review various basic concepts of the learning system design, the models of the learning planning systems, and the design development measures of the learning planning systems both Syllabus and RPP for design development systems both as a competence based curriculum (2013 Curriculum) at the level of a particular unit of education (In school and Outside School/Education and Training).

Review Materials: Learning Materials	1. Understanding Design Definitions in general 2. Understanding the Definitions and Nature of Learning 3. Identify the Components in the domain of Educational Technology according to the AECT 4. Analysis of the relationship between the Instructional Design and the Domain of Educational Technology according to the AECT 5. Understanding of the Type, The Approach, and the Procedure in doing the Need Assessment 6. Learning participant's Analysis (Common characteristics, Talents, Motivations, Intelligence, Learning Style, and Subordinate Abilities) 7. Identify the Learning Planning Concepts 8. Understanding Concepts of system approaches between Components in Education 9. Analysis of the relationship between the Educational Components that form the Learning Design through a system approach 10. Identifying Concepts of Learning Design 11. Identifying Principle of Learning Design 12. Analysis Learning Variables (Learning Strategies, Learning Conditions, and Learning Result) 13. Identification the Goal-Based learning planning model based on characteristic and example of implementation (PPSI; Kemp; and IDI) 14. Identification the Result-Based learning planning model based on characteristic and implementation example (4-D; Dick&Carey) 15. Identification of the Scientific Concepts approach in Learning Process 16. Identify the Substance and Syntax of the Scientific Learning Model 17. Analysis of the Implementation example of a Scientific Learning Model 18. Identify the Basic Concepts and Principles of Evaluation 19. Consideration Analyze in Evaluation designing 20. Analysis of Various Class Evaluation in Evaluation designing (Knowledge, Attitude, and Skill) 21. Identifying the Basic Concepts of the Coach Materials (Definition, Type, and Benefits) 22. Identification Bookmark Organizational of the Coach Materials (High-Low-High) 23. Analysis of the Development Procedure for the Coach Materials 24. Analyze Developing Learning Strategy Design on based Project (Media, Methods, and Learning Models) 25. Analyze Developing Learning Strategy Design on based Problem (Media, Methods, and Learning Models) 26. Identification of Basic Concepts development of Syllabus 27. Analyze Procedure development of Syllabus 28. Analyze Procedure development of Semester and Annual Programs 29. Identification of Basic Concepts, Components, and Procedure development of RPP 30. Analyze Procedure development of Project based Learning design 31. Analyze Procedure development of Problem based Learning design

Reference	**Main Reference :** 1. Abdul Majid. 2016. Learning Planning. Bandung: PT Remaja Rosdakarya Publishing 2. Atwi Suparman. 2012, Instructional Modern Design, Jakarta: Airlangga Publishing 3. Lamijan Hadi Susarno. 2016. System Instructional Design. Surabaya: CV.Bintang Publishing 4. Ratumanan dan Imas Rosmiati. 2019. Learning Planning. Depok: PT RajaGrafinda Persada Publishing 5. Yunus Abidin. 2018. System Instructional Design in Curriculum 2013 Contexts. Bandung: PT. Refika Aditama Publishing 6. Punaji Setyosari. 2020. Instructional Design. Jakarta: PT Bumi Aksara Publishing **Support Reference :** 1. Hamzah B. Uno. 2012. Learning Planning. Jakarta: PT Bumi Aksara Publishing 2. Nini Ibrahim. 2014. Theoritical and Practical Learning Planning. Jakarta: Mitrab Abadi Publishing 3. Pribadi, Benny, 2010, System Instructional Design Model, Jakarta: Dian Rakyat Publishing 4. Dewi Salma Prawiradilaga, 2007, Principle of Learning Design, Jakarta: Prenadamedia Grup Publishing 5. B.R. Hergenhahn dan Matthew H. Olson, 2008, Theories of Learning, Jakarta: PT Kencana Publishing 6. Sharon E. Smaldino dkk., 2011, Instructional Technology & Media for Learning, Jakarta: Pranadamedia Grup Publishing
Lecturer	
Subject Courses Condition	1. The Students have passed the Introduction to Curriculum Courses 2. The Students have passed the Learning Theory Courses 3. The Students have passed the Introduction to Instructional Media Courses 4. The Students have passed the Fundamentals of Educational Science Courses

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**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**

1.	Students were able to explain the Design Links of Learning to the Concepts of Educational Technologies	• Explain the Design Concepts in general • Describe the Meaning of Learning • Identifying Components embedded in the Domain of Educational Technology	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation Writing Test		**Learning Form & Methods:** Lecture on Responsion Big Grup Discussion / Q&A **(TM: 1x (2x50”))** **Assignment:** Divide the Group Presentation into 5 groups (Session 1) by Responsible Person The Matter of Individual and Guided Essay I **(PT + BM: (1+1) x (2x50”))**	Learning Materials 1 To Learning Materials 4	**4%**
2.	Students are able to master the need assessment process and apply it in the Development of the Learning Planning Design	• Analyzing Learning	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00)		**Learning Form & Methods:** Lecture on Responsion		

		• Analyzing Characteristic of Learners	A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation Writing Test		Big Grup Discussion / Q&A **(TM: 1x (2x50”))** **Assignment:** The Matter of Individual and Guided Essay II **(PT + BM: (1+1) x (2x50”))**	Learning Materials 5 To Learning Materials 6	**4%**
3.	Students are able to describe the relationship of planning and system approaches in undertaking the Development of the Learning Design	• Outline the Learning Planning Concepts • Describe System Approach Concepts • Analyzing the Interface of Systems Planning and Design	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59)		**Learning Form & Methods:** Lecture on Responsion Big Grup Discussion / Q&A	Learning Materials 7 To Learning Materials 9	

			B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation Result of the Quiz accumulated point		Playing Quiz (Use a Kahoot Aplication) **(TM: 1x (3x50”))** **Assignment:** Prepare papers and Materials Group Presentation at the 5th and 6th meeting **(BM: 1x (1x50”))**		**4%**
4.	Students were able to analyze concepts and principles in doing Development of the Learning Design	• Identifying Learning Design Concepts • Identifying the Principle of Learning Design • Analyzing Learning Variabels	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50		**Learning Form & Methods:** Lecture on Responsion Big Grup Discussion / Q&A Playing Quiz (Use a Kahoot Aplication) **(TM: 1x (3x50”))**	Learning Materials 10 To Learning Materials 12	**4%**

			(2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation Result of the Quiz accumulated point		**Assignment:** Prepare papers and Materials Group Presentation at the 5th and 6th meeting **(BM: 1x (1x50”))**		
5.	Students are able to identify and analyze various planning models in Performing Learning Design Development	• Identifying Characteristic of a PPSI Models and its use in Learning Planning • Identifying Characteristic of a Kemp Models and its use in Learning Planning • Identifying Characteristic of a IDI Models and its use in Learning Planning	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99)	**Learning Form & Methods:** Lecture on Responsion Performing Group Presentation / Q&A **(TM: 1x (4x50”))** **Assignment:** Nothing		Learning Materials 13	**10%**

6.	Students are able to identify and analyze various Goal-Based Planning Models and Results in Developing Learning Design	• Identifying Characteristic of a 4-D Models and its use in Learning Planning • Identifying Characteristic of a Dick&Carey Models and its use in Learning Planning	**Evaluation Form**: Observation and Participation Perform Skill (Group Presentation)			Learning Materials 14	
7.	**Middle-Semester Evaluation** **Esay ETS**						**20%**
8.	Students are able to Develop a Saintificial Learning model based on the context of Curriculum 2013 in undertaking Learning Design Development	• The Nature of Scientific Learning Model • The Concepts of a Scientific approach to Learning • Syntax of the Scientific model	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99)		**Learning Form & Methods:** Lecture on Responsion Big Grup Discussion / Q&A **(TM: 1x (2x50”))** **Assignment:** Divide the Group Presentation into 2 big groups (Session 2)	Learning Materials 15 To Learning Materials 17	**3%**

			E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation		by Responsible Person **(BM: 1x (2x50"))**		
9.	Students are able to Develop an Authentic Assessment Design based on the context of Curriculum 2013 in undertaking learning design development	• Basic Concept Evaluation • Evaluation devising judgements • Designing an Attitude, Knowledge, and Skill Evaluation	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation		**Learning Form & Methods:** Lecture on Responsion Big Grup Discussion / Q&A **(TM: 1x (2x50"))** **Assignment:** Prepare papers and Materials Group Presentation at the 11th and 12th meeting **(BM: 1x (2x50"))**	Learning Materials 18 To Learning Materials 20	**3%**

10.	Students are able to Develop Learning Materials in undertaking learning design development	• Basic Concept Coach Materials • Coach Materials Organization (High-Low-High)	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation Result of the Quiz accumulated point		**Learning Form & Methods:** Lecture on Responsion Big Grup Discussion / Q&A Playing Quiz (Use a Kahoot Aplication) for Learning Materials 8,9, and 10 **(TM: 1x (3x50”))** **Assignment:** Prepare papers and Materials Group Presentation at the 11th and 12th meeting **(BM: 1x (1x50”))**	Learning Materials 21 To Learning Materials 23	**4%**

11.	Students are able to Develop Project Based and Problem Based Learning Strategies in performing learning design development	• Project based Learning model development (PjBL) • Project based Learning methods development (PjBL)	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation Perform Skill (Group Presentation)	**Learning Form & Methods:** Lecture on Responsion Performing Group Presentation / Q&A **Assignment:** Nothing **(TM: 1x (4x50”))**		Learning Materials 24	
12.	Students are able to Develop Project Based and Problem Based Learning Strategies in performing learning design development	• Problem based Learning model development (PBL) • Problem based Learning methods development (PBL)				Learning Materials 25	**10%**

13.	Students are able to Develop syllabus, annual programs, and semester programs in undertaking learning design development	• Basic Concepts development of Syllabus • Syllabus development Steps/Procedure • Annual programs and semester programs development	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation Writing Test		**Learning Form & Methods:** Lecture on Responsion Big Grup Discussion / Q&A **(TM: 1x (2x50"))** **Assignment:** The Matter of Individual and Guided Essay II **(PT + BM: (1+1) x (2x50"))** Prepare papers and Materials Group Presentation at the 14th and 15th meeting	Learning Materials 26 To Learning Materials 29	**4%**
14.	Students are able to Develop Learning Planning Models in the context of the 2013 Curriculum based on projects (Project Based	• Basic Concept of RPP • Component RPP	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00)	**Learning Form & Methods:** Lecture on Responsion		Learning Materials 30	

	Learning) and based on problem (Problem Based Learning)	• RPP-Syntax for a Project based Learning model (PjBL)	A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation Perform Skill (Group Presentation)	Performing Group Presentation / Q&A **(TM: 1x (4x50"))** **Assignment:** Nothing			**10%**
15.	Students are able to Develop Learning Planning Models in the context of the 2013 Curriculum based on projects (Project Based Learning) and based on problem (Problem Based Learning)	• Basic Concept of RPP • Component RPP • RPP-Syntax for a Problem based Learning model (PBL)				Learning Materials 31	
16.	**Pass Semester Evaluation** **Essay EAS**						**20%**

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 To-	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Assignment Form - Weight (%)*)		Weight (%) Sub-CPMK	Mhs Score (0-100)	=p((Mhs Score) X (Weight%)*)	Achievement of CPL at the Courses (%)
1	CPL-P1	CPMK-P	Sub-CPMK 1	I-1.1 I-1.2 I-1.3	Guided Individual Essay (1)	8	8			
2	CPL-KU6	CPMK-KU	Sub-CPMK 2	I-2.1 I-2.2	Guided Individual Essay (2)	8	8			
3	CPL-P1	CPMK-P	Sub-CPMK 3	I-3.1 I-3.2 I-3.3	Kahoot Quiz (1)	5	5			
4	CPL-KK3	CPMK-KK	Sub-CPMK 4	I-4.1 I-4.2 I-4.3	Kahoot Quiz (2)	5	5			
5			Sub-CPMK 5	I-5.1 I-5.2 I-5.3	Perform Skill Presentation (1) + Performing Group Presentation (1)	12 8	20			
6			Sub-CPMK 6	I-6.1 I-6.2						
7	**Middle-Semester Test (ETS)**									
8	CPL-KU6	CPMK-KU	Sub-CPMK 7	I-7.1 I-7.2 I-7.3	Nothing	0	0			
9			Sub-CPMK 8	I-8.1 I-8.2 I-8.3						
10			Sub-CPMK 9	I-9.1 I-9.2	Kahoot Quiz (3)	6	6			
11			Sub-CPMK 10	I-10.1 I-10.2	Perform Skill Presentation	12				
12										

	All-Type CPL	All-Type CPMK			(2) + Performing Group Presentation (2)	8	20			
13			Sub-CPMK 11	I-11.1 I-11.2 I-11.3	Guided Individual Essay (3)	8	8			
14			Sub-CPMK 12	I-12.1 I-12.2 I-12.3	Perform Skill Presentation (3)	12	20			
15					+ Performing Group Presentation (3)	8				
16	**Pass Semester Evaluation (EAS)**									
Weight Total (%)						100	100			
Student Final Score (ģ(Mhs Score) X (Weight%))										

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