SEMESTER LEARNING PLAN



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

Document Code

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			SEMESTER LE	EARNING F	PLAN						
COURSES (M	1K)		CODE	MK famil	y	WEIGHT (credits)	Γ	SEMESTE R	Compilatio n Date		
Message Desig	gn		-	Learning I	Learning Design T=2		P=2	1	March 16, 2022		
			RPS Developer		RMK C	oordinator		Head of Stud	ly Program		
AUTHORIZA	ATION			Dr. Andi Kristanto.,							
								M.Pd.			
	CPL-PROI	DI charged to MK									
	CPL-Attitud	de	Mastering concepts, s	tructures and	d materials	s in educati	ional techi	nology science	as a Learning		
Learning			Technology Develope	r, Education	and Training Analyst, and Multimedia/Animation/Broad				tion/Broadcast		
Outcomes(C			Teacher								
P)	CPL-Know	ledge	Solve problems based	on the case	study met	hod or proj	ect-based	group learning	in the field of		
			educational technolog	y, by prioriti	zing messa	age design.					
	CPL-KK		Able to utilize technology	ology and in	nformation	in solving	g problem	s in the field	of educational		
			technology and inclus	ive education	n by priorit	tizing mess	age design	and local wisd	lom.		
	CPL-KU		Able to demonstrate a	scientific, c	critical and	innovative	attitude i	n teaching scie	ntific message		
			design in a profession	al and respor	nsible man	ner.					
	Course Lea	arning Outcomes (C	PMK)								
	CPMK-S		Students are able to u	ınderstand c	oncepts, st	tructures ar	nd materia	ls in message	design science		

				r	related to lea	rning co	mmunica	tion as c	levelopers	of Lea	rning Tecl	nnology, E	Educational	
related to learning communication in the field of educational technology, by priorit message design. CPMK-KK Students are able to apply technology and information in solving problems in the fie educational technology related to digital-based learning communication and incle education and local wisdom. CPMK-KU Students have a sense of responsibility and a scientific, critical and innovative attitur reviewing message design as professional developers of Educational Technology Education/Training Analysts. The final ability of each learning stage (Sub-CPMK) Sub-CPMK1 Sub-CPMK2 Understanding the behavior that influences message composing: perception Sub-CPMK3 Understanding the behavior that influences message composing: attention Sub-CPMK4 Understanding the behavior that affects the composition of the message: retention Sub-CPMK5 Understand message design principles from findings in behavioral science Sub-CPMK6 Understand message design principles in audio media design Sub-CPMK7 Apply message design principles in audio media design Sub-CPMK9 Apply message design principles in print visual media design Sub-CPMK10 Understand the principles of message design in digital visual media design Sub-CPMK11 Apply message design principles in digital visual media design Sub-CPMK12 Understand message design principles in video media design Sub-CPMK13 Apply message design principles in video media design Correlation between CPL/CPMK and Sub-CPMK				A	Analysis and T	Training.			-		-			
message design. CPMK-KK Students are able to apply technology and information in solving problems in the fie educational technology related to digital-based learning communication and inclied education and local wisdom. CPMK-KU Students have a sense of responsibility and a scientific, critical and innovative attitute reviewing message design as professional developers of Educational Technology Education/Training Analysts. The final ability of each learning stage (Sub-CPMK) Sub-CPMK1 Understand the meaning of message design Sub-CPMK2 Understanding the behavior that influences message composing: perception Sub-CPMK3 Understanding the behavior that influences message composing: attention Sub-CPMK4 Understanding the behavior that affects the composition of the message: retention Sub-CPMK5 Understand message design principles from findings in behavioral science Sub-CPMK6 Understand message design principles in audio media design Sub-CPMK7 Apply message design principles in audio media design Sub-CPMK8 Understand the principles of message design in print visual media design Sub-CPMK10 Understand the principles of message design in digital visual media design Sub-CPMK11 Apply message design principles in digital visual media design Sub-CPMK12 Understand message design principles in video media design Sub-CPMK13 Apply message design principles in video media design Correlation between CPL/CPMK and Sub-CPMK	CPMK-I	P		S	Students are a	ble to ana	lyze a pro	oblem bas	sed on the	case stud	dy method	or team ba	sed project	i.
CPMK-KK Students are able to apply technology and information in solving problems in the fie educational technology related to digital-based learning communication and inclieducation and local wisdom. CPMK-KU Students have a sense of responsibility and a scientific, critical and innovative attitus reviewing message design as professional developers of Educational Technology Education/Training Analysts. The final ability of each learning stage (Sub-CPMK) Sub-CPMK1 Understand the meaning of message design Sub-CPMK2 Understanding the behavior that influences message composing: perception Sub-CPMK3 Understanding the behavior that influences message composing: attention Sub-CPMK4 Understanding the behavior that affects the composition of the message: retention Sub-CPMK5 Understand message design principles from findings in behavioral science Sub-CPMK6 Understand message design principles in audio media design Sub-CPMK7 Apply message design principles in audio media design Sub-CPMK8 Understand the principles of message design in print visual media design Sub-CPMK10 Understand the principles of message design in digital visual media design Sub-CPMK11 Apply message design principles in digital visual media design Sub-CPMK12 Understand message design principles in video media design Sub-CPMK13 Apply message design principles in video media design Correlation between CPL/CPMK and Sub-CPMK				r	related to lear	rning cor	nmunicati	on in the	e field of	education	onal techno	ology, by	prioritizing	5
educational technology related to digital-based learning communication and inche education and local wisdom. CPMK-KU Students have a sense of responsibility and a scientific, critical and innovative attitute reviewing message design as professional developers of Educational Technology Education/Training Analysts. The final ability of each learning stage (Sub-CPMK) Sub-CPMK1 Understand the meaning of message design Sub-CPMK2 Understanding the behavior that influences message composing: perception Sub-CPMK3 Understanding the behavior that affects the composition of the message: retention Sub-CPMK5 Understand message design principles from findings in behavioral science Sub-CPMK6 Understand message design principles in audio media design Sub-CPMK7 Apply message design principles in audio media design Sub-CPMK8 Understand the principles of message design in digital visual media design Sub-CPMK10 Understand the principles of message design in digital visual media design Sub-CPMK11 Apply message design principles in video media design Sub-CPMK12 Understand message design principles in video media design Sub-CPMK13 Apply message design principles in video media design Correlation between CPL/CPMK and Sub-CPMK				n	message desig	n.								
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Correlation between CPL/CPMK and Sub-CPMK Sub- Sub- Sub- Sub- Sub- Sub- Sub- Sub-	Sub-CPI	MK12		J	Understand me									
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	Correla	tion betwe	een CPL/	CPMI	K and Sub-C									
CPM		Sub-	Sub-	Sub	b- Sub-	Sub-	Sub-	Sub-	Sub-	Sub-	Sub-	Sub-	Sub-	
		CPM	СРМ	CPI	M CPM	CPM	CPM	CPM	СРМ	CPM	CPMK	CPMK	CPMK	

	K1	K2	К3	K4	K5	K6	K7	K8	K9	10	11	12
CPM	1	1	1	✓	✓	1		1		✓		1
K-S												
CPM							1		1		✓	
K-P												
CPM							1		1		✓	
K-												
KK												
CPM	1	1	1	✓	✓	1		1		1		1
K-												
KU												

DescriptionS hort MK

This course discusses various message symbols (visual, audio, and audio-visual) and designs various message symbols so that effective communication can take place through collaborative learning. Lectures are carried out by means of blended learning. Assessment is done by way of questions and answers in writing.

Study

Meeting 1:

Materials:

Understanding Message Design

Learning

Meeting 2:

Materials

Meaning of message design

Rational message design

Meeting 3:

Behaviors that influence message composing: perception

Meeting 4:

behavior that affects the composition of the message: attention

Meeting 5:

Behavioral science that influences message composing: retention

Meeting 6:

Pmessage design principles from findings in behavioral science

Meeting 7:

UTS

	Meeting 8:	
	Pmessage design principles in audio media desig	n
	Meeting 9:	
	Message design principles in audio media design	
	Making audio media designs	
	Meeting 10:	
	Pmessage design principles in print visual media	design
	Meeting 11:	
	message design principles in print visual media d	esign
	Designing print visual media	
	Meeting 12:	
	Pmessage design principles in digital visual medi	a design
	Meeting 13:	
	Message design principles in digital visual media	design
	Designing digital visual media	
	Meeting 14:	
	Pmessage design principles in video media design	n
	Meeting 15:	
	message design principles in video media design	
	Designing video media	
	Meeting 16:	
	UAS	
References	Main:	1. Bishop, MJ 2014. Instructional message design: Past, present, and future relevance. In Handbook of research on educational communications and technology
		1 Floring MI 1002 Instructional masses design. Deignings from the
	Supporter:	1. Fleming, ML 1993. Instructional message design: Principles from the
		behavioral and cognitive sciences. Educational Technology3. Wang, M., & Shen, R. 2012. Message design for mobile learning:
		2. 3. wang, w., & Shen, K. 2012. Message design for moone learning:

			Jour 3. Bish Tow educe 4. Cha Edit 5. Mill pers Resco	rnal of Educational nop, MJ 2014. Recovered the developme cational technology pman, N. & Chapmion). London: John der, CH, Massey, Zhuasive message desearch, 457-483	Technology, 4 onceptualizing int of a new gui (pp nan, J. 2004. Di Wiley & Sons B, & Ma, H. 20 sign. The Hand	instructional message des ding framework. In Desi igital multimedia (Second	sign: gn in d			
Supporting lecturer										
Subjectcondi tion	-									
Mg to-	The final ability of each learning stage	Evalu	ation	Learning n Learning n Student Ass [Estimate	nethods, ignment,	Learning materials [References]	Rating Weigh			
	(Sub-CPMK)	Indicator	Criteria & Form	Offline Learning	Online Learning	[Neierences]	t (%)			
			(online)							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)			

1.	Understand the meaning of	Students	Collaborative	Collaborat	. Arsyad, Azhar.	3%
	message design	can describe	Learning	ive	2003. Learning	
		the meaning	2x50	Learning	Media. Jakarta:	
		of message		2x50	Rajawali press.	
		design			. Malcom Fleming,	
					1978. Instructional	
					Message Design.	
					New Jersey.	
					Smalldino, 2011.	
					Instructional	
					Technology and	
					Media for Learning.	
					Jakarta : Kencana	
2.	Understand the meaning of	Can	Collaborative	Collaborat	Fleming, ML 1993.	3%
	message design and	describe the	Learning	ive	Instructional	
	rational message design	meaning of	2x50	Learning	message design:	
		message		2x50	Principles from the	
		design and			behavioral and	
		rational			cognitive sciences.	
		message			Educational	
		design			Technology.	
3.	Understanding the	Can	Collaborative	Collaborat	Triggs Teal. 1995.	4%
	behavior that influences	describe the	Learning	ive	Communicating	
	message composing:	behavior	2x50	Learning	Design in Visual	
	perception	that affects		2x50	Communication.	
		the			London: Basford	
		composition			Ltd.	
		of the			. Malcom Fleming,	
		message:			1978. Instructional	

		perception				Message Design. New Jersey. Smalldino, 2011. Instructional Technology and	
						Media for Learning. Jakarta: Kencana	
4.	Understanding the behavior that influences message composing: attention	Understandi ng the behavior that influences message composing: attention	-	Collaborative Learning 2x50	Collaborat ive Learning 2x50	Jakarta: Kencana . Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge. . Suyanto. 2004. Graphic Design Applications for Advertising. Yogyakarta: Andi Press. . Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd. . Malcom Fleming, 1978. Instructional Message Design. New Jersey. . Smalldino, 2011.	4%

					Instructional Technology and Media for Learning. Jakarta: Kencana	
5.	Understanding the behavior that affects the composition of the message: retention	Can describe the behavior that affects the composition of the message: retention	Collaborative Learning 2x50	Collaborat ive Learning 2x50	. Suyanto. 2004. Graphic Design Applications for Advertising. Yogyakarta: Andi Press Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd Malcom Fleming, 1978. Instructional Message Design. New Jersey Smalldino, 2011. Instructional Technology and Media for Learning.	4%
6.	Understand message design principles from findings in behavioral science	Can describe message design	Collaborative Learning 2x50	Collaborat ive Learning 2x50	Jakarta : Kencana Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press.	4%

principles	. Chapman, N. &
from	Chapman, J. 2004.
findings in	Digital multimedia
behavioral	(Second Edition).
science	London: John Wiley
	& Sons, Ltd.
	. Kusmiati, et al.
	1999. Visual
	Communication
	Design Theory.
	Jakarta: Bridge.
	. Phillips, Rob. 1997.
	The Developer's
	Handbook to
	Interactive
	Multimedia (A
	Practical Guide for
	Educational
	Applications).
	London: Kogan
	Page.
	. Suyanto. 2004.
	Graphic Design
	Applications for
	Advertising.
	Yogyakarta: Andi
	Press.
	. Triggs Teal. 1995.
	Communicating

7.	UTS					Design in Visual Communication. London: Basford Ltd. Malcom Fleming, 1978. Instructional Message Design. New Jersey. Smalldino, 2011. Instructional Technology and Media for Learning. Jakarta: Kencana	20%
8.	Understand message design principles in audio media design	Able to apply message design principles in audio media design	Making audio media designs	Presentation, Discussion, PjBL 2x50	Presentati on, Discussio n, PjBL 2x50	. Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press Chapman, N. & Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley & Sons, Ltd Malcom Fleming, 1978. Instructional Message Design. New Jersey Smalldino, 2011.	10%

					Instructional Technology and Media for Learning. Jakarta: Kencana	
9.	Understand the principles of message design in print visual media design	Able to apply message design principles in print visual media design	Presentation, Discussion, PjBL 2x50	Presentati on, Discussio n, PjBL 2x50	. Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge Suyanto. 2004. Graphic Design Applications for Advertising. Yogyakarta: Andi Press Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd Malcom Fleming, 1978. Instructional Message Design. New Jersey.	2%

						Instructional Technology and Media for Learning. Jakarta: Kencana	
10.	Understand the principles of message design in print visual media design	Able to apply message design principles in print visual media design	Designing print visual media	Presentation, Discussion, PjBL 2x50	Presentati on, Discussio n, PjBL 2x50	. Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge Suyanto. 2004. Graphic Design Applications for Advertising. Yogyakarta: Andi Press Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd Malcom Fleming, 1978. Instructional Message Design.	10%

					New Jersey. Smalldino, 2011. Instructional Technology and Media for Learning. Jakarta: Kencana	
11.	Understand the principles of message design in digital visual media design	Able to apply message design principles in digital visual media design	Presentation, Discussion, PjBL 2x50	Presentati on, Discussio n, PjBL 2x50	. Chapman, N. & Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley & Sons, Ltd Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge Phillips, Rob. 1997. The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). London: Kogan Page Malcom Fleming, 1978. Instructional	2%

						Message Design. New Jersey Smalldino, 2011. Instructional Technology and Media for Learning. Jakarta: Kencana	
12.	Understand the principles of message design in digital visual media design	Able to apply message design principles in digital visual media design	Designing digital visual media	Presentation, Discussion, PjBL 2x50	Presentati on, Discussio n, PjBL 2x50	. Chapman, N. & Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley & Sons, Ltd Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge Phillips, Rob. 1997. The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). London: Kogan Page Malcom Fleming,	10%

					1978. Instructional Message Design. New Jersey.	
					Smalldino, 2011.	
					Instructional	
					Technology and	
					Media for Learning.	
					Jakarta : Kencana	
13.	Understand message	Can apply	Presentation,	Presentati	. Arsyad, Azhar.	2%
	design principles in video	message	Discussion,	on,	2003. Learning	
	media design	design	PjBL	Discussio	Media. Jakarta:	
		principles in	2x50	n, PjBL	Rajawali press.	
		video media		2x50	. Chapman, N. &	
		design			Chapman, J. 2004.	
					Digital multimedia	
					(Second Edition).	
					London: John Wiley	
					& Sons, Ltd.	
					. Kusmiati, et al.	
					1999. Visual	
					Communication	
					Design Theory.	
					Jakarta: Bridge.	
					. Phillips, Rob. 1997.	
					The Developer's	
					Handbook to	
					Interactive	
					Multimedia (A	
					Practical Guide for	

			Educational Applications). London: Kogan Page. Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd. Malcom Fleming, 1978. Instructional Message Design. New Jersey. Smalldino, 2011. Instructional
14.	Understand message design principles in video media design	Able to apply message	Media for Learning. Jakarta: Kencana Arsyad, Azhar. 2003. Learning Media. Jakarta:
		design principles in video media design	Rajawali press. Chapman, N. & Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley & Sons, Ltd.

. Kusmiati, et al.
1999. Visual
Communication
Design Theory.
Jakarta: Bridge.
. Phillips, Rob. 1997.
The Developer's
Handbook to
Interactive
Multimedia (A
Practical Guide for
Educational
Applications).
London: Kogan
Page.
. Triggs Teal. 1995.
Communicating
Design in Visual
Communication.
London: Basford
Ltd.
. Malcom Fleming,
1978. Instructional
Message Design.
New Jersey.
. Smalldino, 2011.
Instructional
Technology and
Media for Learning.
Media for Learning.

				Jakarta : Kencana	
15.	UAS				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 that is 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 subtopics.
- 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

Mg	CPL	CPMK (CLO)	Sub- CPMK (LLO)	Indicator	Question Form Weight(%)*)	Question Form - Weight(%)*)		Mhs value (0-100)	1d((Mhs Grade) X (Weight%)*))	Achievement of CPL at the Constitutional Court (%)
1	CPL-	CPMK-	Sub-	Students can		3%	3%			
	S	KU	CPMK1	describe the						
				meaning of						
				message design.						
2	CPL-	CPMK-	Sub-	Can describe the		3%	3%			
	S	KU	CPMK2	meaning of						
				message design and						
				rational message						
				design.						
3	CPL-	CPMK-	Sub-	Can describe the		4%	4%			
	S	KU	CPMK3	behavior that						
				affects the						
				composition of the						
				message:						
				perception						
4	CPL-	CPMK-	Sub-	Understanding the		4%	4%			
	S	KU	CPMK4	behavior that						
				influences message						
				composing:						
	~			attention						
5	CPL-	CPMK-	Sub-	Can describe the		4%	4%			
	S	KU	CPMK5	behavior that						
				affects the						

				composition of the					
				message: retention					
6	CPL-	CPMK-	Sub-	Can describe		4%	4%		
	S	KU	CPMK6	message design					
				principles from					
				findings in					
				behavioral science					
7	CPL-	CPMK-	Sub-	Able to apply		4%	4%		
	P	KK	CPMK7	message design					
				principles in audio					
				media design					
8				Mid-Semester Eva	luation (ETS)				
9	CPL-	CPMK-	Sub-	Able to apply	Task 1:	10%	10%		
	S	KU	CPMK8	message design	Students design an				
				principles in audio	audio media using				
				media design	the ADDIE model				
					as a learning				
					medium based on				
					message design				
					principles.				
10	CPL-	CPMK-	Sub-	Able to apply		2%	2%		
	P	KK	CPMK9	message design					
				principles in audio					
				media design					
11	CPL-	CPMK-	Sub-	Able to apply	Task 2:	10%	10%		
	S	KU	CPMK10	message design	Students design a				
				principles in print	printed visual				
				visual media design	media using the				
					ADDIE model as a				

					learning medium					
					based on message					
					design principles.					
12	CPL-	CPMK-	Sub-	Able to apply		2%	2%			
	P	KK	CPMK11	message design						
				principles in print						
				visual media design						
13	CPL-	CPMK-	Sub-	Able to apply	Task 3:	10%	10%			
	S	KU	CPMK12	message design	Students design a					
				principles in digital	digital visual media					
				visual media design	using the ADDIE					
					model as a learning					
					medium based on					
					message design					
14	CPL-	CPMK-	Sub-	Able to apply	principles.	2%	2%			
14	S	KU	CPMK13	message design		2%	Δ%0			
	3	KU	CFWIKIS	principles in video						
				media design						
15	CPL-	CPMK-	Sub-	Able to apply		2%	2%			
10	P	KK	CPMK13	message design		270	270			
	•	1111		principles in video						
				media design						
16				End of Semester Ev	raluation (EAS)					
					Total weight (%)	100	100			
				Studen	t's final grade (ÿ(Mh	s Grad	e) X (Weig	ght%))		
N T 4	CT O							1		

<u>Notes</u>: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes