

## SEMESTER LEARNING PLAN



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

**Document  
Code**

### SEMESTER LEARNING PLAN

COURSE	CODE	Courses Cluster	COURSE CREDIT		SEMESTER	DATE OF ARRANGEMENT
<b>Model &amp; Realia Media Development</b>		Learning Design	<b>T=4</b>	<b>P = 4</b>	4	21 March 2022
<b>AUTHORIZATION</b>	<b>RPS Developer</b>		<b>RMK Coordinator</b>		<b>Head Of Study Program</b>	
					<b>Dr. Andi Kristanto., M.Pd.</b>	
<b>Learning Outcomes</b>	<b>CPL-PRODI assigned to MK</b>					
	CPL-Attitude	Applying educational technology knowledge as a Learning Technology Developer and Educational Analyst/Training				
	CPL-Knowledge	Solving problems based on the case study method ( <i>case method</i> ) or project-based group learning ( <i>team based project</i> ) in accordance with the development of students and information and communication technology as Learning Technology Developers and				
	CPL Education/Training Analysts-Special Skills	Able to produce outcomes in the form of high performance and commitment as a task as Learning Technology Developer and Educational Analyst/				
	CPL Training-General Skills	Able demonstrate a scientific, critical and innovative attitude in scientific and responsible learning of educational technology in a professional and responsible manner				
	<b>Subject Learning Outcomes</b>					
CPMK-Attitude	able to apply educational technology knowledge as Learning Technology Developers and Analysts Education/Training in optimizing and facilitating learning through the development of media models and realia					
CPMK-Knowledge	Students are able to analyze a problem based on the case study method ( <i>case method</i> ) or project-based group learning ( <i>team based project</i> ) through the development of media models and realia according to the development of participants					

	education and information and communication technology as Learning Technology Developers and Educational/Training Analysts
CPMK-Special Skills	Students are able to produce outcomes in the form of high performance and commitment as a task as Learning Technology Developers and Education/Training Analysts through the development of media models and realia
CPMK-General Skills	Students are able to have a sense of responsibility, cooperation and scientific, critical and innovative attitude in the development of media models and realia in a professional and responsible manner as a Learning Technology Developer
<b>Final abilities each learning stage (Sub-CPMK)</b>	
Sub-CPMK1	<ul style="list-style-type: none"> <li>- Can describe the definition of model and realia media</li> <li>- Able to identify various types of model and realia media</li> </ul>
Sub-CPMK2	Able to describe the characteristics of solid models, cross-sectional models, stacking models, work models, mock ups, dioramas
Sub-CPMK3	Able to describe the characteristics of solid models, cross-sectional models, stacking models, work models, mock ups, dioramas
Sub-CPMK4	<p>Able to develop program identification with the following steps:</p> <ol style="list-style-type: none"> <li>1. Identification of needs and analysis of target characteristics</li> <li>2. Determine the type of model, formulate program objectives</li> <li>3. Determine the main points of the material</li> </ol>
Sub-CPMK5	<p>Able to develop program identification with the following steps:</p> <ol style="list-style-type: none"> <li>1. Identification of needs and analysis of target characteristics</li> <li>2. Determine the type of model, formulate program objectives</li> <li>3. Determine the main points of material</li> </ol>
Sub-CPMK6	Able to produce Media Model
Sub-CPMK7	Able to produce Media Model
Sub-CPMK8	<b>Mid-Semester Evaluation /</b>
Sub-CPMK9	<ul style="list-style-type: none"> <li>- Able to define various types of dolls as learning media</li> <li>- Able to identify the characteristics of each type of puppet media</li> </ul>
Mid-Sub-CPMK10	<ul style="list-style-type: none"> <li>- Able to define various types of dolls as learning media</li> <li>- Able to identify the characteristics of each type of puppet media</li> </ul>
Sub-CPMK11	<ul style="list-style-type: none"> <li>- Able to design puppet media</li> <li>- Able to make puppet scripts</li> </ul>
Sub-CPMK12	<ul style="list-style-type: none"> <li>- Able to design puppet media</li> <li>- Able to make puppet script</li> </ul>
Sub-CPMK13	Able to make and adjust settings (background and foreground), property, and lighting for puppet show

	Sub-CPMK14	Able to make and adjust settings (background and foreground), property, and lighting for [															
	Sub-CPMK15	Able to make and adjust settings (background and foreground), property, and lighting for															
	Sub-CPMK16	<b>Final Evaluation / Semester Final Examination</b>															
	<b>Correlation between CPL/CPMK and Sub-CPMK</b>																
		<b>Sub-CP MK 1</b>	<b>Sub-CP MK 2</b>	<b>Sub-CP MK 3</b>	<b>Sub-CP MK 4</b>	<b>Sub-CP MK 5</b>	<b>Sub-CP MK 6</b>	<b>Sub-CP MK 7</b>	<b>Sub-CP MK 8</b>	<b>Sub-CP MK 9</b>	<b>Sub-CP MK 10</b>	<b>Sub-CP MK 11</b>	<b>Sub-CP MK 12</b>	<b>Sub-CP MK 13</b>	<b>Sub-CP MK 14</b>	<b>Sub-CP MK 15</b>	<b>Sub-CP MK 16</b>
	CPMK-Attitude																
	CPMK-Knowledge																
	CPMK-Special Skills																
	CPMK-General Skills																
<b>Short Description</b>	Theoretical understanding is accompanied by practice on the development of model and real media, namely: by examining the understanding, types, characteristics, and principles of model and realia development in learning or education through scientific learning methods.																
<b>Study Materials: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Definition and classification of model and realia media</li> <li>2. Characteristics of various types of model media</li> <li>3. Identification of model media programs</li> <li>4. Development or production of model media</li> <li>5. Hand puppets, stick puppets, string puppets, finger puppets</li> <li>6. Identification of puppet media</li> <li>7. Development of puppet scripts</li> <li>8. Making hand</li> <li>9. puppets Making stick puppets</li> <li>10. Making string puppet</li> <li>11. Making finger puppets</li> </ol>																

	12. Setting (fore ground and background), blocking, property, and lightingSetting (fore ground dan background), blocking, property, dan lighting						
<b>References</b>	<b>Main :</b>	Sadiman, Arief. 2014. <i>Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya</i> . Jakarta: Rajawali Press Utari Dewi. 2013. <i>Hand Out Pengembangan Media Tiga Dimensi</i> . Teknologi Pendidikan Unesa Smalldino, E Sharon. 2011. <i>Instructional Technology &amp; Media For Learning</i> . Jakarta: Kencana Prenada Media					
	<b>Supporters :</b>	-					
<b>Lecturer</b>							
<b>prerequisite courses</b>	-						
Week	Final ability of each learning stage (Sub-CPMK)	Evaluation		Learning Forms, Learning methods, Student Assignment, [Estimated Time]		Learning Materials [ Libraries ]	Weight of Assessment (%)
		Indicator	Criteria and Forms	Offline Learning (offline)	Online Learning (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Understanding of the definition and classification of model and realia media types	1. Can describe the definition of model and realia media 2. Able to identify various types of media models and realia	Knowledge test	Lectures, discussions and questions and answers	4 X 50	1. Sadiman, Arief. 2014. <i>Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya</i> . Jakarta: Rajawali Press 2. Utari Dewi. 2013. <i>Hand out Pengembangan Media Tiga Dimensi</i> . Teknologi	3 %

						Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	
2.	Understanding of the characteristics of various models	Able to describe the characteristics of solid models, cross-sectional models, stacking models, work models, mock ups, dioramas.	Knowledge test	Small Group Discussion	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	3 %
3.	Understanding of the characteristics of various	Able to describe the characteristics of	Knowledge test	Small Group Discussion	4 X 50	1. Sadiman, Arief. 2014. Media	3 %

	models	solid models, cross-sectional models, stacking models, work models, mock ups, dioramas.				Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	
4.	Understanding of the design development/production of media models	Able to develop program identification with the following steps: 1. Identification of needs and analysis of target characteristics, 2. determining the type of model, formulating program objectives, 3. determining the main points subject	Knowledge test	Problem Solving, Question and answer/discussion	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa.	3 %

		matter.				3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	
<b>5.</b>	Understanding of the design of media model development/production	Able to develop program identification with the following steps: 1. Identification of needs and analysis of target characteristics, 2. determining the type of model, formulating program objectives, 3. determining the main points subject matter.	Knowledge test	Problem Solving, Question and answer/discussion	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	3 %
<b>6.</b>	Understanding of techniques to develop/produce model media	Able to produce model media	Knowledge test Performance test	project based learning, group assignment	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan	5 %

						<p>Pemanfaatannya.          Jakarta: Rajawali Press</p> <p>2. Utari Dewi. 2013.          Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa.</p> <p>3. Smalldino, E Sharon. 2011.          Instructional Technology &amp; Media For Learning. Jakarta: Kencana Prenada Media</p>	
7.	Understanding of techniques to develop/produce model media	Able to produce model media	Knowledge test Performance test	project based learning, group assignment	4 X 50	<p>1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press</p> <p>2. Utari Dewi. 2013.          Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa.</p> <p>3. Smalldino, E Sharon. 2011.          Instructional</p>	5 %



						Technology & Media For Learning. Jakarta: Kencana Prenada Media	
<b>8.</b>	<b>Mid-Semester Evaluation / Mid-Semester Examination</b>						20 %
<b>9.</b>	Understanding various models of dolls and the characteristics of dolls as media	1. Able to define various types of dolls as learning media. 2. Be able to identify the characteristics of each type of puppet media.	Knowledge test	Lecture, discussion and question and answer	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	5 %
<b>10.</b>	Understanding the various models of dolls and the characteristics of dolls as a medium	1. Able to define various types of dolls as learning media. 2. Be able to identify the characteristics of	Knowledge test	Lecture, discussion and question and answer	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali	5 %

		each type of puppet media.				Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	
<b>11.</b>	1. Understanding of the development of puppet media designs and puppet scripts 2. Understanding of puppet production techniques and sound techniques	1. Able to make bobeka media designs. 2. Able to make puppet script.	Knowledge test Performance test	Lecture, discussion and question and answer, Practice	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning.	5 %

						Jakarta: Kencana Prenada Media	
<b>12.</b>	1. Understanding of the development of puppet media designs and puppet scripts 2. Understanding of puppet production techniques and sound techniques	1. Able to make bobeka media designs. 2. Able to make puppet script.	Knowledge test Performance test	Lecture, discussion and question and answer, Practice	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	5 %
<b>13.</b>	Understanding of making stage techniques for puppet presentations/shows	Able to make and adjust settings (back ground and foreground), property and lighting for puppet stage performances.	Knowledge test Performance test	Discussion, question and answer, and practice	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out	5 %

						Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	
<b>14.</b>	Understanding of making stage techniques for puppet presentations/shows	Able to make and adjust settings (back ground and foreground), property and lighting for puppet stage performances.	Knowledge test Performance test	Discussion, question and answer, and practice	4 X 50	1. Sadiman, Arief. 2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	5 %
<b>15.</b>	Understanding of making stage	Able to make and	Knowledge	Discussion, question	4 X 50	1. Sadiman, Arief.	5 %

	techniques for puppet presentations/shows	adjust settings (back ground and foreground), property and lighting for puppet stage performances.	test Performance test	and answer, and practice		2014. Media Pendidikan, Pengertian, Pengembangan dan Pemanfaatannya. Jakarta: Rajawali Press 2. Utari Dewi. 2013. Hand out Pengembangan Media Tiga Dimensi. Teknologi Pendidikan Unesa. 3. Smalldino, E Sharon. 2011. Instructional Technology & Media For Learning. Jakarta: Kencana Prenada Media	
16.	<b>Final Semester Evaluation / Final Semester Examination</b>						20 %

**Notes :**

1. **Learning Outcomes of Graduates of Study Programs (CPL-PRODI)** are abilities possessed by each graduate of PRODI which are the internalization of attitudes, mastery of knowledge and skills according to the level of study programs obtained through the learning process.
2. **The CPL that is charged to the course** is a number of learning outcomes for 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. **Course CP (CPMK)** is the ability that is specifically described from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. **Subject Sub-CP (Sub-CPMK)** is the ability that is specifically described from the CPMK that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.

5. **Indicators for assessing** the ability in the process and student learning outcomes 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 subjects and sub-topics.
11. **The weight of the assessment** 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 Assessment & Evaluation

Week	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question Form Weight(%)*)	Weight (%) Sub-CPMK	Student Score (0-100)	1d((Student ) X Score (Weight %)*)	CPL in MK (%)
1			Understanding of the definition and classification of model and realia media types	<ol style="list-style-type: none"> <li>1. Can describe the definition of model and realia media</li> <li>2. Able to identify various types of model and realia media</li> </ol>	Individual tasks seek definitions and identify types of media models and realia from various sources, discussed in groups. The results of the discussion are presented.	3 %	3 %		
2			Understanding of the characteristics of various models	Able to describe the characteristics of solid models, cross-sectional models, stacking models, work models, mock ups, dioramas.	Review the source book and identify the characteristics of the various models: <ol style="list-style-type: none"> <li>1. Solid/solid model</li> <li>2. Cross-sectional/Cut way model</li> <li>3. Build-up model.</li> <li>4. Mock ups</li> <li>5. Working models</li> <li>6. Dioramas</li> </ol>	3 %	3 %		

3			Understanding of the characteristics of various models	Able to describe the characteristics of solid models, cross-sectional models, stacking models, work models, mock ups, dioramas.	Review the source book and identify the characteristics of the various models: 1. Solid/solid model 2. Cross-sectional/Cut way model 3. Build-up model. 4. Mock up 5. Working model 6. Diorama	3 %	3 %			
4			Understanding of making design development/production of media models	Able to develop program identification with the following steps: 1. Identification of needs and analysis of target characteristics, 2. determining the type of model , formulate program objectives, 3. determine the main points of the material.	In groups, students make identification of media models, present and consult with lecturers, revise if necessary.	3 %	3 %			
5			Understanding of the design of media model	Able to develop program	In groups, students make	3 %	3 %			



			development/production	identification with the following steps: 1. Identification of needs and analysis of target characteristics, 2. determining the type of model, formulating program objectives, 3. determining the main points of the material.	identification of media models, present and consult with lecturers, revise if necessary.					
6			Understanding of techniques to develop/produce model media	Able to produce model media	Practice group work to make media models according to the type and design that has been made.	5 %	5 %			
7			Understanding of the technique of developing/producing model media	Able to produce model media	Practice group work to make media models according to the type and design that has been made.	5 %	5 %			
8	<b>Mid-Semester Evaluation / Mid-Semester Examination</b>					20 %	20 %			
9			Understanding of various models of dolls and the	1. Able to define various types of	Individually look for definitions and	5 %	5 %			

			characteristics of dolls as media	dolls as learning media. 2. Be able to identify the characteristics of each type of puppet media.	characteristics of various types of dolls then discuss them in groups.					
10			Understanding the various models of dolls and the characteristics of dolls as a medium	1. Able to define various types of dolls as learning media. 2. Be able to identify the characteristics of each type of puppet media.	Individually look for definitions and characteristics of various types of dolls then discuss them in groups.	5 %	5 %			
11			1. Understanding of the development of puppet media designs and puppet scripts 2. Understanding of puppet production techniques and sound techniques	1. Able to make bobeka media designs. 2. Able to make puppet script.	1. In groups, make designs and scripts for dolls . 2. In groups, students produce one type of doll according to the desired character in the script.	5 %	5 %			
12			1. Understanding of the development of puppet media designs and puppet scripts 2. Understanding of puppet production techniques and sound techniques	1. Able to make bobeka media designs. 2. Able to make puppet script.	1. In groups, make designs and scripts for dolls . 2. In groups, students produce one type of doll according to the desired character	5 %	5 %			

					in the script.					
13			Understanding of making puppet presentation/performance stage techniques	Able to make and adjust settings (back ground and foreground), property and lighting for puppet stage performances.	Group work makes and arranges settings (fore ground & back ground), blocking, property and lighting for puppet shows according to script requirements.	5 %	5 %			
14			Understanding of making puppet presentation/performance stage techniques	Able to make and adjust settings (back ground and foreground), property and lighting for puppet stage performances.	Group work makes and arranges settings (fore ground & back ground), blocking, property and lighting for puppet shows according to script requirements.	5 %	5 %			
15			Understanding of making puppet presentation/performance stage techniques	Able to make and adjust settings (back ground and foreground), property and lighting for puppet stage performances.	Group work makes and arranges settings (fore ground & back ground), blocking, property and lighting for puppet shows according to script requirements.	5 %	5 %			
16	<b>Final Semester Evaluation / Final Semester Exams</b>					20 %	20 %			
<b>Total weight (%)</b>						100 %	100 %			

<b>Students' final grades (<math>\Sigma(\text{Student Scores}) \times (\text{Weight}\%)</math>)</b>		
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Notes: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes