

## 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
Performance Technology	8620302134	Learning Design	<b>T=1</b>	<b>P=1</b>	1	March 16, 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 scientific education technology in a professional and responsible manner				
	CPL-Knowledge	Mastering concepts, structures and materials in educational technology science 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 utilize technology and information in solving problems in the field of educational technology and inclusive education based on digital technology and local wisdom				
	<b>Course Learning Outcomes (CPMK)</b>					
	CPMK-S..	Able to carry out scientific, critical and innovative attitudes in order to improve performance both in education and training based on Educational Technology knowledge				
CPMK-P..	Able to explain concepts, structures and materials in order to improve performance in both education and training as a Learning Technology Developer, Education and Training Analysis					

CPMK-KK...	Able to facilitate performance improvement both in education and training based on the case study method in the field of Educational Technology													
CPMK-KU..	Able to project performance improvements both in education and training in the field of Educational Technology													
<b>The final ability of each learning stage (Sub-CPMK)</b>														
Sub-CPMK1	Students are able to explain the meaning of HPT													
Sub-CPMK2	Students are able to explain the relationship between HPT and Educational Technology													
Sub-CPMK3	Students are able to explain the application of HPT in organizations													
Sub-CPMK4	Students are able to explain classroom learning in the application of HPT													
Sub-CPMK5	Students are able to explain the form of small group implementation intervention in HPT													
Sub-CPMK6	Students are able to explain the application of learning with video in HPT													
Sub-CPMK7	Students are able to explain the application of learning with computers in HPT													
Sub-CPMK8	Students are able to explain the application of learning with printed materials in HPT													
Sub-CPMK9	Students are able to explain the management of learning resources for HPT													
Sub-CPMK10	Students are able to explain On The Job Training in HPT													
Sub-CPMK11	Students are able to explain the use of distance learning in HPT													
Sub-CPMK12	Students are able to explain accelerated learning in HPT													
Sub-CPMK13	Students are able to explain success strategies in HPT													
Sub-CPMK14	Students are able to explain the challenges in HPT in the form of ethics, quality, and professionalism													
<b>Correlation between CPL/CPMK and Sub-CPMK</b>														
	<b>Sub-CPMK 1</b>	<b>Sub-CPMK 2</b>	<b>Sub-CPMK 3</b>	<b>Sub-CPMK 4</b>	<b>Sub-CPMK 5</b>	<b>Sub-CPMK 6</b>	<b>Sub-CPMK 7</b>	<b>Sub-CPMK 8</b>	<b>Sub-CPMK 9</b>	<b>Sub-CPMK 10</b>	<b>Sub-CPMK 11</b>	<b>Sub-CPMK 12</b>	<b>Sub-CPMK 13</b>	<b>Sub-CPMK 14</b>
CPMK-S..	√	√												
CPMK-P...	√	√	√	√	√	√	√	√	√	√	√	√	√	√
CPMK-KK...						√	√	√						
CPMK-KU...			√	√	√				√	√	√	√	√	√

<b>DescriptionShort MK</b>	This course discusses the concepts and procedures of facilitating learning and improving performance to help achieve their goals more effectively using various forms of intervention, for example using tools, providing incentives, organizational change, providing cognitive support, redesigning work, and implementing learning in both education and training. training in the field of Educational Technology.				
<b>Study Materials: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Understanding HPT</li> <li>2. The link between HPT and Educational Technology</li> <li>3. Application of HPT in the organization</li> <li>4. Application of HPT in classroom learning</li> <li>5. Small group activity</li> <li>6. Video based instructions</li> <li>7. Computer mediated instructions</li> <li>8. Printed self-instruction</li> <li>9. Learning resource management system</li> <li>10. Structured on the job training</li> <li>11. Distance learning</li> <li>12. Accelerated learning system</li> <li>13. HPT success strategy</li> <li>14. Challenges in HPT</li> </ol>				
<b>References</b>	<b>Main:</b>				
	<ol style="list-style-type: none"> <li>1. Payne, David A. 2000. Designing Educational Project and Program Evaluation: A Practical Overview Based On Research And Experience. Springers; USA</li> <li>2. Song, Holim and Terry Kidd. 2010. Handbook of Research on Human Performance and Instructional Technology. Information Science Reference; USA</li> </ol>				
	<b>Supporter:</b>				
	<ol style="list-style-type: none"> <li>3. Stolovitch, Harold D., and Keeps, Erica J. Handbook of Human performance Technology: a Comprehensive Guide for Analyzing and Solving Performance Problems in Organization. Jossey-Bass Publisher; San Francisco</li> <li>4. Arianto, Fajar, et al. 2020. Performance Technology Handout. Surabaya: Education Technology FIP Unesa</li> <li>5. Wilmont, FS, Prigmore, C., &amp; Bray, M. 2010. HTP Models: an Overview of the Major Models in the Field. Performance Improvement, 41 (8), 14-22</li> </ol>				
<b>Supporting lecturer</b>					
<b>Subjectcondition</b>	-				
<b>Week to-</b>	<b>The final ability of each learning stage (Sub-CPMK)</b>	<b>Evaluation</b>	<b>Learning Forms, Learning methods, Student Assignment,</b>	<b>Learning materials [ References ]</b>	<b>Rating Weight (%)</b>

				[ Estimated time]			
		Indicator	Criteria & Form	Offline Learning	Online Learning (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the meaning of HPT	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of performance</li> <li>2. Students are able to explain the meaning of technology</li> <li>3. Students are able to explain the meaning of HPT</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Written and Oral Test</li> <li>- Checklist</li> </ul>		<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Assignment</li> </ul>	1,2,3,4,5	1%
2	Students are able to explain the relationship between HPT and Educational Technology	<ol style="list-style-type: none"> <li>1. Students are able to connect HPT positions in the TP area</li> <li>2. Students are able to describe performance technology according to the TP area</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Written and Oral Test</li> <li>- Checklist</li> </ul>		<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Assignment</li> </ul>	1,2,3,4,5	1%
3	Students are able to explain the application of HPT in the organization	<ol style="list-style-type: none"> <li>1. Students are able to explain the application of the organization with the HPT</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing 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>	1.2	4%

		<p>development model</p> <p>2. Students are able to explain the value of organizational innovation in improving performance</p> <p>3. Students explain organizational readiness in organizational performance innovation</p>					
4	Students are able to explain classroom learning in the application of HPT	<p>1. Students are able to explain when classroom learning is used in HPT</p> <p>2. Students are able to explain the procedures for using classroom learning in HPT</p> <p>3. Students explain the sequence in class learning</p> <p>4. Students are able to explain the advantages of classroom learning</p>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing 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>	1.2	4%

5	Students are able to explain the form of small group implementation intervention in HPT	<ol style="list-style-type: none"> <li>1. Students are able to explain strengthening small group activities in HPT</li> <li>2. Students are able to explain the strengthening of small group activities in the HPT procedure</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing 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>	1.2	4%
6	Students are able to explain the application of learning with video in HPT	<ol style="list-style-type: none"> <li>1. Students are able to explain the format of the training video program in HPT</li> <li>2. Students are able to explain examples of the application of video programs in HPT</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing 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>	1.2	4%
7	Students are able to explain the application of learning with computers in HPT	<ol style="list-style-type: none"> <li>1. Students are able to explain the use of CBT in improving performance</li> <li>2. Students are able to explain the CBT format in learning</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing 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>	1.2	4%
8	ETS						20%

9	Students are able to explain the application of learning with printed materials in HPT	<ol style="list-style-type: none"> <li>1. Students are able to explain the types of learning texts</li> <li>2. Students are able to explain the structure in printed teaching materials</li> <li>3. Students are able to explain the procedures for writing learning texts</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing 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>	1.2	4%
10	Students are able to explain the management of learning resources for HPT	<ol style="list-style-type: none"> <li>1. Students are able to describe management functions in HPT</li> <li>2. Students are able to explain the stages of development in learning resources</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing 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>	1.2	4%
11	Students are able to explain On The Job Training in HPT	<ol style="list-style-type: none"> <li>1. Students are able to describe the OJT Structure in HPT</li> <li>2. Students are able to explain the selection criteria in the use of OJT</li> <li>3. Students are able to explain the</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing 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>	1.2	4%

		advantages of the OJT structure					
<b>12</b>	Students are able to explain the use of distance learning in HPT	<ol style="list-style-type: none"> <li>1. Students are able to explain channels in distance learning</li> <li>2. Students are able to describe the integration of technology in distance learning</li> <li>3. Students are able to explain instructional design and development in distance learning</li> </ol>	<ul style="list-style-type: none"> <li>- PAN</li> <li>- Writing 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>	1.2	4%
<b>13</b>	Students are able to explain accelerated learning in HPT	<ol style="list-style-type: none"> <li>1. Students are able to define accelerated learning</li> <li>2. Students are able to explain the accelerated learning system</li> <li>3. Students are able to explain the use of accelerated learning</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing 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>	1.2	4%
<b>14</b>	Students are able to explain success strategies in HPT	<ol style="list-style-type: none"> <li>1. Students are able to describe the characteristics of</li> </ol>	<ul style="list-style-type: none"> <li>- PAP</li> <li>- Writing test</li> <li>- Participant Observation</li> </ul>		<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> </ul>	1.2	4%



		professional practitioners 2. Students are able to describe the application of HPT 3. Students are able to describe HPT marketing			- Group Presentation			
15	Students are able to explain the challenges in HPT in the form of ethics, quality, and professionalism	1. Students are able to explain ethics in HPT 2. Students are able to explain quality in HPT 3. Students are able to explain professionals in HPT	- PAP - Writing test - Participant Observation		- Discussion - Question and answer - Group Presentation	1.2	4%	
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 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 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>Students are able to explain the meaning of performance (performance)</li> <li>Students are able to explain the meaning of technology</li> <li>Students are able to explain the meaning of HPT</li> </ol>	Task 1 <ol style="list-style-type: none"> <li>Explain the definition of technology</li> <li>Explain the definition of performance</li> <li>Explain the definition of performance technology</li> <li>Explain the need for performance improvement using HPT</li> </ol>	1%	1%		
2	CPL-P	CPMK-P	Sub-CPMK2	<ol style="list-style-type: none"> <li>Students are able to connect HPT positions in the 2008 TP area</li> <li>Students are able to describe performance technology according to the TP area</li> </ol>	Task 2 <ol style="list-style-type: none"> <li>Explain the relationship between HPT in the 2008 TP area</li> <li>Explain and give examples of performance technologies included with TP areas</li> </ol>	1%	1%		
3	CPL-P	CPMK-P	Sub-CPMK3	<ol style="list-style-type: none"> <li>Students are able to explain the application of the organization with the HPT development model</li> </ol>	Task 3 <ol style="list-style-type: none"> <li>Describe an example of implementing the HPT development model</li> </ol>	4%	4%		

				<ol style="list-style-type: none"> <li>2. Students are able to explain the value of organizational innovation in improving performance</li> <li>3. Students explain organizational readiness in organizational performance innovation</li> </ol>	<ol style="list-style-type: none"> <li>2. Explain the value of innovation in performance</li> <li>3. Explain organizational readiness in performance innovation</li> </ol>					
4	CPL-P	CPMK-P	Sub-CPMK4	<ol style="list-style-type: none"> <li>1. Students are able to explain when classroom learning is used in HPT</li> <li>2. Students are able to explain the procedures for using classroom learning in HPT</li> <li>3. Students explain the sequence in class learning</li> <li>4. Students are able to explain the advantages of classroom learning</li> </ol>	<p>Task 4</p> <ol style="list-style-type: none"> <li>1. Explain when to use classroom learning in HPT</li> <li>2. Explain the classroom learning procedure in HPT</li> <li>3. Make a flowchart of class learning procedures in HPT</li> <li>4. Explain the advantages of classroom learning in HPT</li> </ol>	4%	4%			
5	CPL-P	CPMK-P	Sub-CPMK5	<ol style="list-style-type: none"> <li>1. Students are able to explain strengthening small group</li> </ol>	<p>Task 5</p> <ol style="list-style-type: none"> <li>1. Explain the form of small group activities in HPT</li> </ol>	4%	4%			

				<p>activities in HPT</p> <p>2. Students are able to explain the strengthening of small group activities in the HPT procedure</p>	<p>2. Explain the procedure for small group activities in HPT</p>					
6	CPL-P	CPMK-P	Sub-CPMK6	<p>1. Students are able to explain the format of the training video program in HPT</p> <p>2. Students are able to explain examples of the application of video programs in HPT</p>	<p>Task 6</p> <p>1. Explain the format of the training video program in HPT</p> <p>2. Explain the application of video programs in HPT</p>	4%	4%			
7	CPL-P	CPMK-P	Sub-CPMK7	<p>1. Students are able to explain the use of CBT to improve performance</p> <p>2. Students are able to explain the CBT format in learning to improve performance</p>	<p>Task 7</p> <p>1. Make a flowchart of the use of CBT in HPT then explain in the form of a description</p> <p>2. Explain the CBT format used in learning in HPT</p>	4%	4%			
8	<b>Mid-Semester Evaluation (ETS)</b>					<b>20%</b>	<b>20%</b>			
9	CPL-P	CPMK-P	Sub-CPMK8	<p>1. Students are able to explain the types of learning texts</p> <p>2. Students are able to explain the structure in</p>	<p>Task 8</p> <p>1. Mention the types of learning texts</p> <p>2. Explain the application of the types of learning texts in HPT</p>	4%	4%			

				<p>printed teaching materials</p> <p>3. Students are able to explain the procedures for writing learning texts</p>	<p>3. Make a concept map of the structure in teaching materials</p> <p>4. Explain the procedure for writing learning texts</p>					
10	CPL-P	CPMK-P	Sub-CPMK9	<p>1. Students are able to describe management functions in HPT</p> <p>2. Students are able to explain the stages of development in learning resources</p>	<p>Task 9</p> <p>1. Explain the control function in HPT</p> <p>2. Explain the stages of developing learning resources in HPT</p>	4%	4%			
11	CPL-P	CPMK-P	Sub-CPMK10	<p>1. Students are able to describe the OJT Structure in HPT</p> <p>2. Students are able to explain the selection criteria in the use of OJT</p> <p>3. Students are able to explain the advantages of the OJT structure</p>	<p>Task 10</p> <p>1. Explain the meaning of OJT</p> <p>2. Describe the structure of OJT</p> <p>3. Explain the selection criteria in the use of OJT</p> <p>4. Explain the advantages of the OJT structure</p>	4%	4%			
12	CPL-P	CPMK-P	Sub-CPMK11	<p>1. Students are able to explain channels in distance learning</p>	<p>Task 11</p> <p>1. Explain the meaning of distance learning</p>	4%	4%			

				<ol style="list-style-type: none"> <li>2. Students are able to describe the integration of technology in distance learning</li> <li>3. Students are able to explain instructional design and development in distance learning</li> </ol>	<ol style="list-style-type: none"> <li>2. Describe the channels used in distance learning</li> <li>3. Explain the relationship of technology in distance learning</li> <li>4. Explain the procedure for developing distance learning</li> </ol>					
13	CPL-P	CPMK-P	Sub-CPMK12	<ol style="list-style-type: none"> <li>1. Students are able to define accelerated learning</li> <li>2. Students are able to explain the accelerated learning system</li> <li>3. Students are able to explain the use of accelerated learning</li> </ol>	<p>Task 12</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of accelerated learning</li> <li>2. Mention examples of accelerated learning</li> <li>3. Explain the accelerated learning system</li> <li>4. Explain the use of accelerated learning</li> </ol>	4%	4%			
14	CPL-P	CPMK-P	Sub-CPMK13	<ol style="list-style-type: none"> <li>1. Students are able to describe the characteristics of professional practitioners</li> <li>2. Students are able to describe the application of HPT</li> <li>3. Students are able to</li> </ol>	<p>Task 13</p> <ol style="list-style-type: none"> <li>1. Name and describe the characteristics of a professional practitioner</li> <li>2. Explain the application of HPT to improve performance</li> <li>3. Explain HPT marketing to</li> </ol>	4%	4%			

				describe HPT marketing	improve performance 4. Explain and give examples of HPT in everyday life					
15	CPL-P	CPMK-P	Sub-CPMK14	<ol style="list-style-type: none"> <li>1. Students are able to explain ethics in HPT</li> <li>2. Students are able to explain quality in HPT</li> <li>3. Students are able to explain professionals in HPT</li> </ol>	Task 14 <ol style="list-style-type: none"> <li>1. Explain the meaning of challenge in HPT</li> <li>2. Describe the challenges that arise in HPT</li> <li>3. Explain ethics, quality, and professionalism in the application of HPT</li> <li>4. Explain the application of professional ethics in HPT</li> </ol>	4%	4%			
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 (Y(Mhs Grade) X (Weight%))</b>										

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