


SEMESTER LEARNING PLAN

		STATE UNIVERSITY OF SURABAYA FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY				Docu- ment Code	
SEMESTER LEARNING PLAN							
COURSES (MK)		CODE	MK family	WEIGHT (credits)		SEMESTER	Compilation Date
Education and Training System Development		8620303185	Design	T=2	P=1	4	April 19, 2022
AUTHORIZATION		RPS Developer		RMK Coordinator		Head of Study Program	
				-		Dr. Andi Kristanto, M.Pd.	
Learning Outcomes (CP)	CPL-PRODI charged to MK						
	CPL-S8	Able to demonstrate a scientific, critical and innovative attitude in scientific learning of educational 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-KK4	Design and carry out research independently or in groups to provide alternative solutions to problems in the field of educational technology, by promoting 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 Outcomes (CPMK)						
	CPMK-S8	Able to demonstrate scientific, critical and innovative attitude in learning Education and Training System Development professionally and have sensitivity and responsibility in designing and developing education and training systems based on theoretical concepts and models of education and training system development as Learning Technology Developers.					
	CPMK-P1	Able to examine the concept of Learning System Development and Learning System Design, various models of Learning System Development, application of the PSP concept in preparing the Syllabus and Learning Planning (RPP) at the level of certain Education Units both at school and non-school/training.					
	CPMK-KK4	designing Syllabus and Learning Planning (RPP) at the level of certain Education Units both at school and non-school/training independently or in groups.					
	CPMK-KU6	Able to produce outcomes in the form of high performance and commitment as a task as a Learning Technology Developer and Education and Training Analyst.					

MK Brief Description	This course examines the concept of Learning System Development and Learning System Design, various models of Learning System Development, application of the PSP concept in preparing the Syllabus and Learning Planning (RPP) at the level of certain Education Units both at school and non-school/training.
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. The Essence of Learning System Development and Learning System Design 2. Basic Concepts of Learning System Development and Learning System Design 3. Principles of Learning System Development and Learning System Design 4. Learning System Development Models 5. Learning System Development Steps 6. Making a Learning System Development Plan 7. Making a Learning System Development Plan 8. Making a Learning System Development Plan 9. Implementing the Learning System Development Steps in a Complete and Systematic Design Form 10. Implementing the Learning System Development Steps in a Complete and Systematic Design Form 11. Implementing the Learning System Development Steps in a Complete and Systematic Design Form 12. Presenting the Design of Learning System Development 13. Presenting the Design of Learning System Development 14. Presenting the Design of Learning System Development
References	Main :
	1. Soekamto, Toeti, MP. Dr. 1993. Design and Development of Instructional Systems. Jakarta:Inter Media
	Supporters:
	<ol style="list-style-type: none"> 2. Suparman, Atwi. 2012. Modern Instructional Design. Jakarta:Primary Literacy Excitement 3. Sanjaya, Wina. M. Pd. Dr. 2009. Learning Planning and Design. Jakarta: Kencana Pranada Media Group 4. Mulyasa,E.,M.Pd.Dr. 2006. Education Unit Level Curriculum. Bandung:Rosdakarya Teenagers 5. Vulture. 2006. Designing Active and Contextual Learning Based on "SISKO". Jakarta: Drama Widiasarana Indonesia 6. Uno B. Hamzah, M.Pd.Dr. 2009. Learning Planning. Jakarta: Earth Literacy 7. Mukhtar.M.Pd,Prof.Dr.,Iskandar,M.Pd.Dr. 2010. Design of Information and Communication Technology-Based Learning i. Jakarta: Echoes Persada Press 8. Munthe, Bermawy, MA., Dr. 2009. Learning Design. Yogyakarta: Civil Society Library 9. Directorate General of Higher Education, Dekdikbud. 1981. Instructional Technology. Basic Materials of Education Deed V. Jakarta
Supporting lecturer	
Requirements course	-

Mg to-	The final ability of each learning stage (Sub-CPMK)	Evaluation		Forms of Learning, Learning Methods, Student Assignments, [Estimated time]		Learning materials [References]	Rating Weight (%)
		Indicator	Criteria & Form	Offline Learning	Online Learning (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can explain the nature of Learning System Development and Learning System Design	<ol style="list-style-type: none"> Students can explain the meaning of PSP and DSP according to their respective opinions Students can explain the meaning of PSP and DSP according to the opinion of experts 	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once <ul style="list-style-type: none"> - Test - Activity - Observation 		<ul style="list-style-type: none"> - Lecture - Question and answer - Assignment 	1, 2, 3	2%
2	Students can explain the basic concepts of Learning System Development and Learning System Design	<ol style="list-style-type: none"> Students can explain the definitions, objectives and concepts of PSP and DSP Students can explain the difference between PSP and DSP Students can explain the characteristics of PSP and DSP 	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once <ul style="list-style-type: none"> - Test - Activity - Observation 		<ul style="list-style-type: none"> - Lecture - Question and answer - Assignment 	1, 2, 3	2%

3	Students can explain the principles of Learning System Development and Learning System Design	1. Students can explain the principles of PSP and DSP	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity - Observation 		<ul style="list-style-type: none"> - Lecture - Question and answer - Assignment 	1, 2, 3	2%
4	Students can explain and mention Learning System Development models	<ol style="list-style-type: none"> 1. Students can explain the meaning and characteristics of the PSP model 2. Students can identify 3 points in the PSP model 3. Students can identify and explain the steps of each PSP model 4. Students can identify the strengths and weaknesses of each PSP model 	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity - Observation 		<ul style="list-style-type: none"> - Lecture - Discussion - Question and answer - Assignment 	1, 3, 8	4%
5	Students can explain the steps of Learning System Development	1. Students can explain the PSP steps in a complete and systematic form of design	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity - Observation 		<ul style="list-style-type: none"> - Lecture - Discussion - Question and answer - Assignment 	1, 3, 8	4%

6	Students can make a learning system development plan	1. Students can make a complete PSP design according to the steps in the selected PSP Model	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - Group discussion - Question and answer - Assignment 	1, 2, 4, 5, 6, 8, 9	4%
7	Students can make a learning system development plan	1. Students can make a complete PSP design according to the steps in the selected PSP Model	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - Group discussion - Question and answer - Assignment 	1, 2, 4, 5, 6, 8, 9	4%
8	UTS						20%
9	Students can make a learning system development plan	1. Students can make a complete PSP design according to the steps in the selected PSP Model	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - Group discussion - Question and answer - Assignment 	1, 2, 4, 5, 6, 8, 9	4%
10	Students can apply the steps of Learning System Development in a complete and systematic form of design	1. Students can make a complete and systematic PSP design	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observati 		<ul style="list-style-type: none"> - Group discussion - Question and answer - Assignment 	1, 2, 4, 5, 6, 8, 9	4%

			on				
11	Students can apply the steps of Learning System Development in a complete and systematic form of design	1. Students can make a complete and systematic PSP design	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - Group discussion - Question and answer - Assignment 	1, 2, 4, 5, 6, 8, 9	4%
12	Students can apply the steps of Learning System Development in a complete and systematic form of design	1. Students can make a complete and systematic PSP design	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observation 		<ul style="list-style-type: none"> - Group discussion - Question and answer - Assignment 	1, 2, 4, 5, 6, 8, 9	4%

13	Students can present the design of Learning System Development	1. Students can present lesson plans for schools and training in accordance with learning design principles	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observati on 		<ul style="list-style-type: none"> - Group Presentation - Discussion - Question and answer - Assignment 	1, 2, 4, 5, 6, 8, 9	4%
14	Students can present the design of Learning System Development	1. Students can present lesson plans for schools and training in accordance with learning design principles	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observati on 		<ul style="list-style-type: none"> - Group Presentation - Discussion - Question and answer - Assignment 	1, 2, 4, 5, 6, 8, 9	4%
15	Students can present the design of Learning System Development	1. Students can present lesson plans for schools and training in accordance with learning design principles	<ul style="list-style-type: none"> - Very well - Well - Enough - Not enough - Less once - Test - Activity Observati on 		<ul style="list-style-type: none"> - Group Presentation - Discussion - Question and answer - Assignment 	1, 2, 4, 5, 6, 8, 9	4%
16	UAS						30%

Notes:

1. **Learning Outcomes of Graduates of Study Program (CPL-PRODI)** is the ability possessed by every graduate of the study program which is the internalization of attitudes, mastery of knowledge and skills in accordance with the level of study program obtained through the learning process.
2. **CPL charged to the course** are some of the learning outcomes of study program graduates (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **CP Course (CPMK)** is the ability that is described specifically from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. **Sub-CP Course (Sub-CPMK)** is the ability that is described specifically from the CPMK that can be measured or observed and is the final ability that is planned at each stage of learning, and is specific to the learning material of the course.
5. **Rating indicators** ability in the process and student learning outcomes is a specific and measurable statement that identifies the ability or performance of student learning outcomes accompanied by evidence.
6. **Rating Criteria** is a benchmark used as a measure or benchmark for learning achievement in an assessment based on predetermined indicators. Assessment criteria are guidelines for raters so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Assessment technique:** test and non-test.
8. **Learning form:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of the study material that can be presented in the form of several main points and sub-topics.
11. **Rating weight** is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. **PB**=Learning Process, **PT**=Structured Assignments, **KM**=Independent Activities.

Portfolio of Student CPL Achievement Assessment & Evaluation

Mg	CPL	CPMK(CLO)	Sub-CPMK(LO)	Indicator	Question Form - Weight(%)*	Weight (% Sub-CPMK)	ScoreMhs (0-100)	((Score) X (Weight%*))	Achievement CPL at MK (%)
1	CPL-P	CPMK-P	Sub-CPMK1	<ol style="list-style-type: none"> Students can explain the meaning of PSP and DSP according to their respective opinions Students can explain the meaning of PSP and DSP according to the opinion of experts 	<ol style="list-style-type: none"> Explain the meaning of PSP and DSP from expert studies! Explain the meaning of PSP and DSP in your opinion! 	2%	2%		
2	CPL-P	CPMK-P	Sub-CPMK2	<ol style="list-style-type: none"> Students can explain the definitions, objectives and concepts of PSP and DSP Students can explain the difference between PSP and DSP Students can explain the characteristics of PSP and DSP 	<ol style="list-style-type: none"> Explain the definition, purpose, and concept of PSP and DSP! Explain the difference between PSP and DSP! Explain the characteristics of the PSP and DSP! 	2%	2%		
3	CPL-P	CPMK-P	Sub-CPMK3	<ol style="list-style-type: none"> Students can explain the principles of PSP and DSP 	<ol style="list-style-type: none"> Explain the principle of PSP and DSP! 	2%	2%		
4	CPL-P	CPMK-P	Sub-CPMK4	<ol style="list-style-type: none"> Students can explain the meaning and characteristics of the PSP model Students can 	<ol style="list-style-type: none"> Explain the meaning and characteristics of the PSP model! Identify the 3 main points in the PSP model! 	4%	4%		

				<p>identify 3 points in the PSP model</p> <p>3. Students can identify and explain the steps of each PSP model</p> <p>4. Students can identify the strengths and weaknesses of each PSP model</p>	<p>3. Identify and explain the steps of each PSP model!</p> <p>4. Identify the advantages and disadvantages of each PSP model!</p>					
5	CPL-P	CPMK-P	Sub-CPMK5	<p>1. Students can explain the PSP steps in a complete and systematic form of design</p>	<p>1. Explain the PSP steps in a complete and systematic form of design!</p>	4%	4%			
6	CPL-P	CPMK-P	Sub-CPMK6	<p>1. Students can make a complete PSP design according to the steps in the selected PSP Model</p>	<p>1. Make lesson plans for schools and training in accordance with the principles of learning design!</p>	4%	4%			
7	CPL-P	CPMK-P	Sub-CPMK7	<p>1. Students can make a complete PSP design according to the steps in the selected PSP Model</p>	<p>1. Make lesson plans for schools and training in accordance with the principles of learning design!</p>	4%	4%			
8	Mid-Semester Evaluation (ETS)					20%	20%			
9	CPL-P	CPMK-P	Sub-CPMK8	<p>1. Students can make a complete PSP design according to the steps in the selected PSP Model</p>	<p>1. Make lesson plans for schools and training in accordance with the principles of learning design!</p>	4%	4%			

10	CPL-P	CPMK-P	Sub-CPMK9	1. Students can make a complete and systematic PSP design	1. Make a systematic lesson plan!	4%	4%			
11	CPL-P	CPMK-P	Sub-CPMK10	1. Students can make a complete and systematic PSP design	1. Make a systematic lesson plan!	4%	4%			
12	CPL-P	CPMK-P	Sub-CPMK11	1. Students can make a complete and systematic PSP design	1. Make a systematic lesson plan!	4%	4%			
13	CPL-P	CPMK-P	Sub-CPMK12	1. Students can present lesson plans for schools and training in accordance with learning design principles	1. Presenting lesson plans for schools and training in accordance with the principles of learning design systematically	4%	4%			
14	CPL-P	CPMK-P	Sub-CPMK13	1. Students can present lesson plans for schools and training in accordance with learning design principles	1. Presenting lesson plans for schools and training in accordance with the principles of learning design systematically	4%	4%			
15	CPL-P	CPMK-P	Sub-CPMK14	1. Students can present lesson plans for schools and training in accordance with learning design principles	1. Presenting lesson plans for schools and training in accordance with the principles of learning design systematically	4%	4%			
16	End of Semester Evaluation (EAS)					30%	30%			
Total weight (%)						100	100			
Student's final grade ((Score) X (Weight%)				

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