



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Fine Arts Education Study Program**

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Learning Multimedia | 8821002295 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 4 | July 17, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Fera Ratyaningrum, S.Pd., M.Pd., Ika Anggun Camelia, S.Pd., M.Pd. | | | | | Fera Ratyaningrum, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Students understand the principles and objectives of learning media in learning fine arts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Students can design various fine arts learning media in the form of two or three-dimensional media, manually or digitally by utilizing computer technology. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 | Students can develop creative skills through innovative fine arts learning media designs in accordance with current and generational developments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table> | | | | | | P.O | PO-1 | PO-2 | PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | PO-1 | | | | | | | | | | | | | | | | | PO-2 | | | | | | | | | | | | | | | | | PO-3 | | | | | | | | | | | | | | | | |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course contains knowledge and skills in designing learning multimedia in schools, with theoretical and practical strategies for creating learning multimedia. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> Darudiato. S, Agustini. H, Dwi Yanti. M, Sujanto. D, 2006, Analisis dan Perancangan Aplikasi Perangkat Ajar Bebasis Multimedia Dengan Studi Kasus: Mata Kuliah Analisa & Perancangan Sistem Informasi, Universitas Bina Nusantara, Jakarta Camelia, Ika Anggun dan Fera Ratyaningrum. 2021. Multimedia Pembelajaran. Surabaya. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> Setyo Wardani. N, (2010), Penggunaan Perangkat Ajar Berbasis Multimedia, Fakultas Teknologi Informai, Universitas YARSI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Supporting lecturer | | Fera Ratyaningrum, S.Pd., M.Pd. Pungki Siregar, S.Pd., M.A. | | | | | |
|---------------------|--|---|--|---|-------------------|--|-----------------------|
| Week- | Final abilities of each learning stage (Sub-PO) | Evaluation | | Help Learning, Learning methods, Student Assignments, [Estimated time] | | Learning materials [References] | Assessment Weight (%) |
| | | Indicator | Criteria & Form | Offline (offline) | Online (online) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Students understand the concepts and principles of multimedia learning | Students are able to present multimedia concepts and principles | <p>Criteria: Able to present multimedia concepts and principles</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, group discussions 2 X 50 | | <p>Material: Concepts and principles of multimedia learning</p> <p>Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 3% |
| 2 | Students understand the concepts and principles of multimedia learning | Students are able to present multimedia concepts and principles | <p>Criteria: Able to present multimedia concepts and principles</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, group discussions 2 X 50 | | <p>Material: Concepts and principles of multimedia learning</p> <p>Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 3% |
| 3 | Students identify the development of multimedia arts learning in Indonesia | distinguish the characteristics and types of learning multimedia | <p>Criteria: Students are able to differentiate the characteristics and types of learning multimedia</p> <p>Form of Assessment : Participatory Activities</p> | lecture, discussion 3 X 50 | | <p>Material: Characteristics and Types of Learning Multimedia</p> <p>Library: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 3% |
| 4 | Students identify the development of multimedia arts learning in Indonesia | determine a learning model that suits students' conditions | <p>Criteria: Students are able to determine a learning model that suits the student's conditions</p> <p>Form of Assessment : Participatory Activities</p> | lecture, discussion 3 X 50 | | <p>Material: Learning models and student conditions</p> <p>Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 3% |
| 5 | Students identify the development of multimedia arts learning in Indonesia | evaluate various alternatives for fine arts learning according to the selected model syntax | <p>Criteria: Students are able to evaluate various alternatives for fine arts learning according to the selected model syntax</p> <p>Form of Assessment : Participatory Activities</p> | lecture, discussion 3 X 50 | | <p>Material: Syntax of the Fine Arts Learning Model</p> <p>Library: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 2% |

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|----|--|--|--|--|--|--|-----|
| 6 | <p>1.Students are able to analyze the main points of material in the formulation of Learning Outcomes</p> <p>2.Students are able to design mindmap learning media based on CP material</p> | <p>1.Can analyze the main points of material in CP</p> <p>2.Can design mindmap learning media</p> | <p>Criteria:</p> <p>1.Students are able to analyze the main material in CP</p> <p>2.Students are able to design mindmap learning media</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | <p>lecture, assignment 3 X 50</p> | | <p>Material: Independent curriculum teaching module</p> <p>Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 4% |
| 7 | <p>1.Students are able to design mindmap learning media based on CP material</p> <p>2.Students are able to present mindmap learning media</p> | <p>1.Can design mindmap learning media</p> <p>2.Can present mindmap learning media</p> | <p>Criteria:</p> <p>1.Students are able to design mindmap learning media</p> <p>2.Students are able to present mindmap learning media</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | <p>assignment, presentation 3 X 50</p> | | <p>Material: Mindmap learning media</p> <p>Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 5% |
| 8 | <p>1.Students are able to analyze multimedia learning concepts</p> <p>2.Students are able to design the implementation of multimedia learning</p> | <p>Students can work on UTS questions</p> | <p>Criteria: Can do UTS questions</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p> | <p>Written test 3 X 50</p> | | <p>Material: UTS, understanding the concepts, characteristics, types and implementation of multimedia learning.</p> <p>Readers: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 15% |
| 9 | <p>Students are able to present mindmap learning media</p> | <p>Can present mindmap learning media</p> | <p>Criteria: Students are able to present mindmap learning media</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | <p>practice and guidance 3 X 50</p> | | <p>Material: Mindmap learning media</p> <p>Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 6% |
| 10 | <p>Students are able to design audio-visual based learning multimedia</p> | <p>1.Can analyze various audio-visual learning media</p> <p>2.Can design audio-visual based learning media</p> | <p>Criteria:</p> <p>1.Able to analyze various audio-visual learning media</p> <p>2.Able to design audio-visual based learning media</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | <p>practice and guidance 3 X 50</p> | | <p>Material: Formulating the main material</p> <p>Library: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> <p>Material: Designing mindmap learning media</p> <p>Readers: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i></p> | 5% |

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|----|--|---|---|---------------------------------|--|---|-----|
| 11 | Students are able to present audio-visual based learning media | Can present audio-visual based learning media | Criteria: Able to present audio-visual based learning media Form of Assessment : Project Results Assessment / Product Assessment | practice and guidance 3 X 50 | | Material: Audio-visual based learning media Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i> | 8% |
| 12 | Students are able to present audio-visual based learning media | Can present audio-visual based learning media | Criteria: Able to present audio-visual based learning media Form of Assessment : Project Results Assessment / Product Assessment | practice and guidance 3 X 50 | | Material: Audio-visual based learning media Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i> | 8% |
| 13 | Students are able to present audio-visual based learning media | Can present audio-visual based learning media | Criteria: Able to present audio-visual based learning media Form of Assessment : Project Results Assessment / Product Assessment | practice and guidance 3 X 50 | | Material: Audio-visual based learning media Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i> | 10% |
| 14 | Students are able to design interactive learning media | Can design interactive learning media | Criteria: Able to design interactive learning media Form of Assessment : Project Results Assessment / Product Assessment | practice and guidance 3 X 50 | | Material: Interactive learning media Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i> | 5% |
| 15 | Students are able to implement interactive learning media | Can implement interactive learning media | Criteria: Able to implement interactive learning media Form of Assessment : Project Results Assessment / Product Assessment | practice and guidance 3 X 50 | | Material: Interactive learning media Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i> | 10% |
| 16 | Students are able to implement interactive learning media | Can implement interactive learning media | Criteria: Able to implement interactive learning media Form of Assessment : Project Results Assessment / Product Assessment | practice and guidance 3 X 50 | | Material: Interactive learning media Reader: <i>Camelia, Ika Anggun and Fera Ratyaningrum. 2021. Learning Multimedia. Surabaya.</i> | 10% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 16.5% |
| 2. | Project Results Assessment / Product Assessment | 73.5% |
| 3. | Portfolio Assessment | 5% |
| 4. | Test | 5% |
| | | 100% |

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** 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 which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.