	Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Bachelor of Mathematics Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Instructional Media	8420202121		T=2	P=0	ECTS=3.18	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Endah Budi Rahaju, M.Pd.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	Demonstrate a scientific, critical and innovative attitude in teaching and learning mathematics and professional tasks
	PLO-8	Designing, implementing and evaluating mathematics learning using IT
	PLO-10	Make decisions based on data/information in completing assignments that are the student's responsibility and evaluate the work that has been done
	PLO-13	Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning.
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-5	PLO-8	PLO-10	PLO-13

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course examines the meaning, characteristics, types/classification, functions, basics of media development, as well as being able to select, design and produce learning media by utilizing the surrounding environment (contextual) and PLO-PRODI ICT which is assigned to MK KN-1 Capable Demonstrate pedagogical knowledge for teaching secondary school SK-1 Able to apply logical and creative thinking in implementing knowledge appropriate to the field of Mathematics and Technology Education SK-3 Able to make appropriate decisions and evaluate performance that has been carried out COM-1 Able to solve educational problems mathematics comprehensively and communicating ICT-assisted results SOC-1 Able to work independently and collaborate with full responsibility Course Learning Outcomes (CLO) CLO 1 Able to design learning media by utilizing the surrounding environment (contextual) and/or ICT-based in learning to support mathematics learning in schools CLO 2 Able to apply types/classifications, functions and basics of media development in making media that is appropriate to mathematics learning CLO 3 Able to decide on manual and/or ICT-based media that will be developed CLO 4 Create works related to understanding , type/classification, function, basics of media development in learning by utilizing the surrounding environment (contextual) and ICT CLO 5 Able to demonstrate work developed CLO 6 Able to complete assignments within the specified time
References	**Main :**

1. Buku Matematika, baik buku siswa maupun buku guru

Supporters:

1. Fenrich, P.(1997). Practical Guidelines For Creating Instructional Multimedia Application . USA:Harcourt Brace College Publisher
2. Heinich, R., Molenda. (1999). Instructional Media and Technologies for Learning. USA: Prentice Hall .
3. Jurnal Pendidikan, baik luar negeri maupun dalam negeri
4. Kurikulum sekolah
5. Robert Heinich Merril, 2002 Instruction Media and Tecnologies for learning
6. Smaldino, S.E., Deborah L.L., and James D.R., 2011. Instructional Technology and Media for Learning: Teknologi Pembelajaran dan Media untuk Belajar . Jakarta: Kencana

Supporting lecturer	Dr. Janet Trineke Manoy, M.Pd. Dr. Ismail, M.Pd. Dr. Susanah, M.Pd. Dr. Siti Khabibah, M.Pd. Nurus Saadah, S.Pd., M.Pd. Nina Rinda Prihartiwi, S.Pd., M.Pd.

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	Mastering the meaning of media, as well as an introduction to learning media	Explain the meaning of learning media and introduction to learning media	**Criteria:** 1.Weight: 2.Participation = 2 3.UTS = 2 4.Tasks = 3 5.UAS = 3	1. Expository 2. Discussion and questions and answers 2 X 50			0%
2	Master the meaning and characteristics of learning media	Explain the meaning and characteristics of learning media	**Criteria:** 1.Weight: 2.Participation = 2 3.UTS = 2 4.Tasks = 3 5.UAS = 3	1. Discussion by showing power point slides 2. Video about 3 X 50 learning media			0%
3	Mastering the types and properties of learning media	Explain the types and nature of learning media	**Criteria:** 1.Weight: 2.Participation = 2 3.UTS = 2 4.Tasks = 3 5.UAS = 3	1. Power point slides 2. Flash media and videos about the types and properties of 3 X 50 learning media			0%
4	Mastering examples of learning media	Explain examples of learning media	**Criteria:** 1.Weight: 2.Participation = 2 3.UTS = 2 4.Tasks = 3 5.UAS = 3	1. Power point slides 2. Flash media 3. Videos about examples of 3 X 50 learning media			0%
5	Able to design and create good learning media concepts	Design and create good learning media concepts	**Criteria:** 1.Weight: 2.Participation = 2 3.UTS = 2 4.Tasks = 3 5.UAS = 3	1. Power point slides 2. Manual learning media package (ie miniatures) designed 3 X 50			0%
6	Able to design manual learning media	Presenting the manual learning media that has been designed.	**Criteria:** 1.Weight: 2.Participation = 2 3.UTS = 2 4.Tasks = 3 5.UAS = 3	1. Power point slides 2. Manual learning media package (ie miniatures) designed 3 X 50			0%
7	Mastering the design and conceptualization of good manual learning media	Explains the design and conceptualization of good manual learning media	**Criteria:** 1.Weight: 2.Participation = 2 3.UTS = 2 4.Tasks = 3 5.UAS = 3	1. Slides equipped with sound 2. Online discussions between students and lecturers/Teleconference 3. Draft manual learning media design developed by yourself 4. Learning videos about manual learning media 3 X 50			0%
8	UTS	UTS	**Criteria:** 1.Weight: 2.Participation = 2 3.UTS = 2 4.Tasks = 3 5.UAS = 3	UTS 3 X 50			0%
9	Mastering the design and conceptualization of good manual learning media	Explains the design and conceptualization of good manual learning media	**Criteria:** 1.Weight: 2.Participation =2 3.Tasks = 3 4.UTS = 2 5.UAS = 3	1. Slides equipped with sound 2. Online discussions between students and lecturers/Teleconference 3. Draft manual learning media design developed by yourself 4. Learning videos about manual learning media 3 X 50			0%
10	Mastering the design and conceptualization of good manual learning media	Explains the design and conceptualization of good manual learning media	**Criteria:** 1.Weight: 2.Participation =2 3.Tasks = 3 4.UTS = 2 5.UAS = 3	1. Slides equipped with sound 2. Online discussions between students and lecturers/Teleconference 3. Draft manual learning media design developed by yourself 4. Learning videos about manual learning media 3 X 50			0%
11	Able to design good ICT-based learning media	Presenting good ICT-based learning media	**Criteria:** 1.Weight: 2.Participation =2 3.Tasks = 3 4.UTS = 2 5.UAS = 3	1. Power point slides 2. ICT-based learning media package designed 3 X 50			0%

12	Able to design good ICT-based learning media	Presenting good ICT-based learning media	**Criteria:** 1.Weight: 2.Participation = 2 3.Tasks = 3 4.UTS = 2 5.UAS = 3	1. Power point slides 2. ICT-based learning media package designed 3 X 50			0%
13	Mastering the design and conceptualization of good ICT-based learning media	Explains the design and conceptualization of good ICT-based learning media	**Criteria:** 1.Weight: 2.Participation = 2 3.Tasks = 3 4.UTS = 2 5.UAS = 3	1. Slides equipped with sound 2. Online discussions between students and lecturers/ Teleconference 3. Draft design of ICT-based learning media developed by myself 4. Learning videos about ICT-based learning media 3 X 50			0%
14	Mastering good ICT-based learning media	Explaining good ICT-based learning media	**Criteria:** 1.Weight: 2.Participation = 2 3.Tasks = 3 4.UTS = 2 5.UAS = 3	1. Slides equipped with sound 2. Online discussions between students and lecturers/ Teleconference 3. Draft design of ICT-based learning media developed by myself 4. Learning videos about ICT-based learning media 3 X 50			0%
15	Mastering good ICT-based learning media	Explaining good ICT-based learning media	**Criteria:** 1.Weight: 2.participation = 2 3.Tasks = 3 4.UTS = 2 5.UAS = 3	1. Slides equipped with sound 2. Online discussions between students and lecturers/ Teleconference 3. Draft design of ICT-based learning media developed by myself 4. Learning videos about ICT-based learning media 3 X 50			0%
16	UAS is able to create good ICT-based learning media	Exhibiting the ICT learning media produced	**Criteria:** UAS weight =3	Exhibit 3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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** 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 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.