

## Module Descriptions

Module designation	<i>Perencanaan Pembelajaran</i> (Instructional Design)
Course Code	8420502290
Semester/Term	4th semester
Person responsible for the module	Dr. Raharjo, M.Si. Prof. Dr. Endang Susantini, M.Pd. Dr. Sifak Indana, M.Pd. Dr. Ahmad Bashri, S.Pd., M.Si. Dr. Adi Maladona, M.Pd. Sari Fitriyaningsih, S.Pd., M.Pd., M.Sc. Dwi Setyo Pratiwi, S.Pd., M.Ed
Language	Bahasa Indonesia
Relation to curriculum	Compulsory course
Teaching methods	Lecture
Workload	Contact hours: 2 x50 minutes lectures, 2 x50 minutes laboratory works  Private study: 2 x60 minutes structured activity, 2 x60 minutes individual activity  Total 90 hours per semester ~ 3.18 ECTS**
Credit Point	2 CUs
Required and recommended prerequisites for joining the module	-
Module Objectives/intended learning outcomes	<ol style="list-style-type: none"> <li>1. Students are able to analyze the nature of learning planning based on a systems approach.</li> <li>2. Students are able to describe the characteristics of the components of Dick and Carey's learning planning.</li> <li>3. Students are able to analyze the characteristics of the components of learning planning (Kemp, Morrison, and Ross's Instructional Design Plan).</li> <li>4. Students are able to analyze the components of ADDIE learning planning.</li> <li>5. Students are able to analyze the components of learning planning.</li> <li>6. Students are able to describe the components of learning planning (ASSURE).</li> </ol>

	<p>7. Students are able to analyze problems according to the characteristics of the learning planning model.</p> <p>8. Students are able to design teaching modules according to the components of learning planning in detail and carefully.</p>																																								
Content	Studying the nature of learning planning, learning planning models, components of learning planning, current issues in learning planning (AI (Artificial Intelligence), AR (Augmented Reality), metaverse, GPT chat) through individual and group assignments with project-based activities.																																								
Examination forms	Project-based																																								
Requirements for successfully passing the module	<p><b>Study Requirement</b></p> <p>Attendance: students must attend at least 75% of the lectures to be eligible for the final project.</p> <p><b>Study examination</b></p> <p>The final grade (<i>NA</i>) is calculated based on the following ratio:</p> <table border="1" data-bbox="636 925 1232 1267"> <thead> <tr> <th>Assessment Components</th> <th>Percentage of contribution</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td>20%</td> </tr> <tr> <td>Assignment</td> <td>30%</td> </tr> <tr> <td>Mid-semester test</td> <td>20%</td> </tr> <tr> <td>Project-based</td> <td>30%</td> </tr> </tbody> </table> <p><b>Grade conversion of 0-100 scale into 0-4 scale is set as below:</b></p> <table border="1" data-bbox="639 1361 1417 1733"> <thead> <tr> <th>Letter</th> <th>Number</th> <th>Grade Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00</td> <td>85 ≤ A ≤ 100</td> </tr> <tr> <td>A-</td> <td>3,75</td> <td>80 ≤ A- &lt; 85</td> </tr> <tr> <td>B+</td> <td>3,50</td> <td>75 ≤ B+ &lt; 80</td> </tr> <tr> <td>B</td> <td>3,00</td> <td>70 ≤ B &lt; 75</td> </tr> <tr> <td>B-</td> <td>2,75</td> <td>65 ≤ B- &lt; 70</td> </tr> <tr> <td>C+</td> <td>2,50</td> <td>60 ≤ C+ &lt; 65</td> </tr> <tr> <td>C</td> <td>2,00</td> <td>55 ≤ C &lt; 60</td> </tr> <tr> <td>D</td> <td>1,00</td> <td>40 ≤ D &lt; 55</td> </tr> <tr> <td>E</td> <td>0,00</td> <td>0 ≤ E &lt; 40</td> </tr> </tbody> </table>	Assessment Components	Percentage of contribution	Participation	20%	Assignment	30%	Mid-semester test	20%	Project-based	30%	Letter	Number	Grade Interval	A	4,00	85 ≤ A ≤ 100	A-	3,75	80 ≤ A- < 85	B+	3,50	75 ≤ B+ < 80	B	3,00	70 ≤ B < 75	B-	2,75	65 ≤ B- < 70	C+	2,50	60 ≤ C+ < 65	C	2,00	55 ≤ C < 60	D	1,00	40 ≤ D < 55	E	0,00	0 ≤ E < 40
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Reading List	<ol style="list-style-type: none"> <li>1. Abbie H. Brown, and Timothy D. Green, 2010. The Essentials of Instructional Design. New York: Routledge</li> <li>2. Ananda Rusydi, 2019. Perencanaan Pembelajaran. Medan: LPPPI Medan.</li> <li>3. Jaya, Farida. 2019. Perencanaan Pembelajaran. Medan: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatra Utara.</li> </ol>																																								

4. Agile eLearning Development with SAM. Allen Instructions. (n.d.) Retrieved September 27, 2015.
5. Hanida, J.R., Rahmadiarti, F., & Susantini, E. (2023). Pengembangan E-Modul Pembelajaran ekosistem Berbasis Masalah. *Jurnal Inovasi Pembelajaran Biologi*. Vol 4 (1): 22-38.
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7. Yusuf, Suhirman, Efendi, M.H., & Wahyu, Y. (2020). Pengembangan Perangkat Pembelajaran Berorientasi Model Pembelajaran Kooperatif Tipe Jigsaw: Tinjauan Proses Dan Hasil Belajar. *Bioscientist : Jurnal Ilmiah Biologi*. Vol.8 (2):381-396.
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9. Sardi, A. (2018). Pengembangan Buku Ajar Teknik Laboratorium Biologi Dengan Menggunakan Model Dick And Carey. *Jurnal Biotek*. Vol. 6(2): 37-50.
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13. Fadlilati, D., Hidayat, S., & Akmalia, H.A. (2023). Developing e-laboratory instructions based on the unity of sciences paradigm in producing tempeh. *Research and Development in Education (RaDEn)*, 3(1), 16-25.
14. Azizah, V.N., Budijastuti, W. (2021). Media Pembelajaran Ilustratif E-Book Tipe Flipbook Pada Materi Sistem Imun Untuk Melatihkan Kemampuan Membuat Poster. *Jurnal Inovasi Pendidikan Biologi*. Vol. 2 (2): 40-51.
15. Putri, I.D.T., Savitri, S.D., Puspitasari, I. D., Aisyah, R.N., Firmansyah, F.E., & Ambarwati, R. (2020). Pembelajaran Materi Kingdom Animalia Menggunakan AnimalPedia. *Jurnal Inovasi Pendidikan Biologi*. Vol. 1 (1): 1-9.
16. Al-Khattat, S.H.K., Habeeb, R.R., & Mohammed, A.R. (2019). An ASSURE-Model Instructional Design Based on Active Learning Strategies and its Effect for 1st Intermediate Student's Higher Order Thinking Skills in Teaching Science Text Book. *Psikologija*. Vol. 52, Issue 5, Pages: 339-349.

	17. Arshavskiy, M. (2013). Instructional Design for Elearning: Essential guide to creating successful eLearning Courses
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