SEMESTER LESSON PLAN (RPS)

COURSES	:	S3 Educational Technology
COURSES	:	Based Learning Models IT
WEIGHT	:	3 credits
LECTURERS	:	Prof. Dr. Basuki Wibawa

POSTGRADUATE PROGRAM
AT JAKARTA STATE UNIVERSITY
2021

	JAKARTA STATE UNIVERSITY POSTGRADUATE DOCTORAL PROGRAM IN EDUCATIONAL TECHNOLOGY				
SEMESTER LESSON PLAN (RPS)					
COURSES	**CODE**	**WEIGHT (credits)**	**SEMESTER**	**TIME**	**DATE OF DRAFTING**
IT-Based Learning Models	9902900004	3	Complete	16 Weeks (September-December 2021)	2 September 2021
AUTHORIZATION	**Lecturers**		**Reviewer/Penjaminan Mutu**		**Head of Study Program**
	Prof. Dr. Basuki Wibawa		.....		Dr. Moch. Sukardjo, M.Pd

DESCRIPTION	This course examines learning models that use an IT-based *Students Centered Learning* approach, in accordance with the demands of 21st century learning with the characteristics of *digital natives* and society 5.0. Furthermore, this course discusses the development of the latest concepts in the field of Sustainable Education Technology which is a special tendency because of the sensitivity of its development. This lecture also discusses the use of technology, especially computer technology and the internet and its challenges, *new delevery systems, education reform, quality assurance (QA), Open Education Resources (OER)*, and research trends in educational technology in the era of intelligent society. In general, at the end of this semester, students who take this course are expected to be able to study the concept and application of Educational Technology in the last one-two decades in the world in general and in Indonesia in particular and its trends in the future. In particular, students are expected to be able to: 1. Analyzing the latest developments in educational technology concepts 2. Explaining the basic pillars of Educational Technology

	3. Analyzing the research domain of Educational Technology 4. Analyzing the challenges and Road map of Educational Technology 5. Analyze current challenges in the field of education and learning. 6. Analyze new conceptions for solving educational problems, especially QA, OER, PJJ and *Blended Learning*. 7. Assessing the development of the application of the Learning Model and its tendencies in various educational institutions and organizations in Indonesia and other countries . 8. Identify relevant, current and future areas of Educational Technology research. 9. Analyzing various cases of developments in the application of Educational Technology in different countries 10. Exploring the source of bright ideas in internationally reputed Educational Technology research 11. Evaluating the research trends of Educational Technology in the world in the last 20 years and their tendencies 12. Create research ideas based on research results that have been published in reputable international journals 13. Making the idea of implementing Educational Technology more effectively and efficiently to solve educational problems in the era of intelligent society 14. Make the idea of applying Educational Technology to improve *learning skills, literacy skills* and *life skills* in the era of society 5.0. 15. Managing ideas in accordance with the *Road Map* and the direction of Educational Technology research	
ACHIEVEMENTS OF LEARNERS N GRADUATES (CPL)	Attitude	1. Be devoted to God Almighty and be able to show a religious attitude (S-1); Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila (S-3); Acting as citizens who are proud and love the homeland, have nationalism and a sense of responsibility to the state and nation (S-4); Internalizing academic values, norms, and ethics (S-8); and Demonstrating an attitude of responsibility for work in his field of expertise independently (S-9)
	General experience	2. Able to find or develop scientific theories / conceptions / ideas, and contribute to the development, as well as the practice of science and / or technology

		pay attention to and apply humanities values in their field of expertise, by producing scientific research based on scientific methodology, logical, critical, systematic, and creative thinking (K-1) 3 . Able to compile interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical studies and / or experiments in the fields of science, technology, art, and the innovations it produces in the form of desertation, as well as publish 2 writings in scientific journals internationally indexed with collaboration across digitally documented study programs (K-2)
	Knowledge	4. Mastering theory, approach and systems thinking, design models and learning development to expand and develop the digital-based Educational Technology (P-1) area
	Special skills	Able to develop new knowledge, technology, and or art in the field of Educational Technology or professional practice through research, to produce works, creative, original, tested (KK-1) 6. Able to develop learning and training systems or models to be used in government agencies and the business industry (KK-2)

	CPMK	Sub-CPMK
LEARNER ACHIEVEMENTS N COURSES (CPMK)	1. Learning models that use an IT-based Students Centered Learning approach, in accordance with the demands of 21st century learning with the characteristics of digital natives and society 5.0.	1.1 Historical Overview, Basic Pillars and Trends of Educational Technology Research 1.2 The Concept of a Learning Model and Its Development 1.3 Learning Challenges TP Personalization Learning, Social Media Learning Assessment, Alternative Learning Methods and Models, Stakeholders, Globalization and Education Policy 1.4 Project-Based Learning Challenges/Alternative Models 1.5 Challenges of **Case-Based** Learning/Alternative Models
	2 The development of the latest concept in the field of Continuing Education Technology which is a special tendency because the rapid pace of its development	2.1 Blended Learning and Collaborative Techniques. 2.2 Serius Games, Gamification in Learning, and Micro learning 2.3 Pembelajaran Online, e-learning, M-Learning, Ubiquitous Learning

	3. The use of technology, especially computer technology and the internet and its challenges, new delevery systems, education reform, quality assurance (QA), Open Education Resources (OER), and trends	3.1 Smart Dividing Environment 3.2 Education Data Mining, and Learning Analytics 3.3 Augmented Reality (AR), Virtual Learning (VR), 3D-Printing, dan User Interface 3.4 Project: Model/Program/Technology/Alternative Learning Process Ideas

	research in educational technology in the era of intelligent society	
Study Materials	**BAHAN KAJIAN / SUBJECT MATTER**	**SUB-SUBJECT MATTER**
	1. Introduction to Lectures Discussion of contracts Lecture	1.1. Decryption of IT-Based Learning Models Course 1.2. College Contract
	2. Historical Review, Basic Pillars and Trends of TP Research	2.1. Historical Overview of Educational 2.2. Technology The Basic Pillars of 2.3. Educational Technology Educational Technology Research Trends
	3. Learning Challenges TP Social Media Learning Personalization, Alternative Models, Learning Assessments, Stakeholders, Globalization and Education Policy	3.1. Educational Technology Learning Challenges 3.2. Personalization Learning 3.3. Alternative Learning Models 3.4. Social Media 3.5. Learning Assessment 3. 6. Stakeholders, Globalization and Education Policy
	4. Challenges of Learning TP Project-Based Learning / Model Alternative	4.1. Educational Technology Learning Challenges 4.2. Project-Based Learning/ Alternative Models
	5. Learning Challenges of TP Learning **Case-Based**/Alternative Model	5.1. Educational Technology Learning Challenges 5.2. Case-Based Learning/Alternative Models
	6. Blended Learning and Learning Collaborative	6.1. Blended Learning 6.2. Collaborative Learning
	7. Serious Gaming, Gamification in Learning, and Micro Learning	7.1. Serious Gaming 7.2. Gamification in Micro Learning 7.3.

	8. Pembelajaran online, e-learning, Mobile, Ubiquitous	8.1. Online Learning E- 8.2. learning 8.3. Mobile Learning 8.4. Ubiquitous Learning

	9. Smart Disambiguation Environment	9.1. Smart Learning
	10. Education Data Mining, and Learning Analytics	10.1. Education Data Mining 10.2. Learning Analytic
	11. Augmented Reality (AR), VR, 3D-Printing, AI, IoT, Robotic dan User Interface	11.1. Augmented Reality (AR) dan VR 11.2. 3D-Printing 11.3. AI, IoT, Robotic 11.4. User Interface
	12. Project: Model/Program/Technology/Alternative Learning Process Ideas	12.1. Project
	13. Project: Model/Program/Technology/Alternative Learning Process Ideas	13.1. Project
	14. Project: Model/Program/Technology/Process Ideas Alternative Learning	14.1. Project
	15. UAS/PORTFOLIO Submission of individual student assignments	15.1. Portfolio
N LEARNER ACTIVITIES	Pedekatan	*Student centered learning*. Various forms of lecture activities that involve students intensively are: 1. Read the reference books required in this course and supplement them with other resources relevant to this course through internet searches and libraries in several universities. 2. Carry out group discussions and presentations on predetermined topics to further explore the concept of IT-Based Learning Models and expand and strengthen insights about IT-Based Learning Models and be able to Analyze

		3. Prepare papers and group presentations that are judged to be accepted or need improvement until they are accepted. Acceptance of papers and group presentations became a prerequisite for obtaining final grades at the end of the semester. 4. Attending and active participation in lectures and working on quis 5. Individual papers in the middle and end of the semester on IDEAS that describe the tendency of applying TP in institutions / organizations / industries known to students and predictions of changes in the future, literature analysis, research analysis, and the rationale/reason for the expected change. a. Individual papers of a maximum of 10 pages on the Application of TP in accordance with the tendencies of application in industry, a maximum value of 100 with the following details b. Clarity of description of the name and characteristics of the educational organization that is used as a locus of discussion as well as a description of the ongoing TP program (one page, maximum value 10). c. Clarity of analysis of the advantages and disadvantages of the ongoing TP program (one page, maximum value 20). d. General (simple) design of research on trends in ongoing TP implementation (two pages, maximum value 20). e. Prediction of the development of changes (trends) in the application of TP in the selected locus in the future (five pages, maximum value 40) which includes: • The reason for the change (one page, maximum value 10). • The relationship of change with the quality of the upcoming educational learning process (two pages, maximum value 20). • Factors supporting and inhibiting the occurrence of such changesand the way cope with it (two pages, maximum value 20).

	Methods/strategies	*Cased method, project based learning*. Case Studies, Journal Studies, Book Surgery
	Mode of activity	*Hybrid learning: Synchronous and Asyncronous models.*
	Assignment	Assignments or bills for students are as follows: Case analysis, project assignments in groups. 1. Group and Individual Tasks I: Make summaries and presentations on Historical Reviews, Basic Pillars and Trends of TP Research 2. Group and Individual Tasks II: Resumes and presentations on TP Learning Challenges Personalization Learning Social Media Learning Assessment, Globalization stakeholders and Policy 3. Individual Tasks III: Resumes and presentations on the TP Learning Challenges of HOTS Shopping/Alternative Methods 4. Individual Tasks IV: Resumes and presentations on **STEAM** Learning TP Learning Challenges / Alternative Methods 5. Individual Tasks V : Resumes and presentations on Blended Learning and Collaborative Techniques 6. Individual Tasks VI: Resumes and presentations on Serious Gaming, Gamification and Learning, and Micro Learning 7. Individual Tasks VII Resumes and presentations on Online learning, e-learning, Mobile, Ubiquitous 8. Individual Tasks VIII Individual assignment VIII as a substitute for the Midterm Exam A. Students prepare one article in the form of "*systematic review / bibliometric* analysis" by choosing one of the topics / sub-topics available below, applied to learning / training / education in the field of science / technology / business / social, which if it is feasible to be published in a reputable international journal or at least in a journal / proceeding indexed by Scopus.

		B. Articles are collected via email and WA no later than May 17, 2021. C. The number of pages 8 - 10 sheets includes titles, abstracts, introductions, literature reviews, methodologies, results and discussions, conclusions and references. Write down your official name and *email address*. D. The development of the article title refers to the choice of topic / sub-topic for each student coordinated by the Class Leader / drawn. E. Written in Indonesian and English (2 ex). F. References (reference books and journal articles), citations from sources published in the last 1-5 years. G. If needed, you can and are advised to cit my articles in the scopus document at sinta dikti (can be googling at *sinta2 author* or in *scopus.com*) H. This article will then be reviewed and edited by the matkul team/supervisor and will then be submitted to the relevant jurna/Conference. I. Topic/Sub Topic Options sbb: 1. Augmented Reality/Virtual Reality/Mixed Reality 2. Artificial Inteligence/Internet of Thing 3. Case Based Method/Case Based Learning/Inquiry Based Learning 4. Collaborative Learning 5. Mobile Learning/Ubiquitous Learning 6. E-Portfolio 7. 3D Printing 8. Machine Learning/Learning Analytics 9. Data Mining/Data Analytic/Big Data 10. Game Based Learning/Gamification/Simulation 11. Smart Learning Environment 12. Open Education Resources/MOOC 13. Micro Learning/Significant Learning/Self Directed Learning 9. Indivual Tasks IX Resumes and presentations on Intelligent Learning Environments, Educational Data Mining, and Learning Analytics 10. Individual Tasks X Resumes and presentations on Augmented Reality (AR), VR, 3D- Printing, AI, IoT, Robotics, and User Interface

		11. Individual Assignment XI as a substitute for the Final Semester Exam in the form of Project: Model Ideas / Programs / Technology / Alternative Learning Processes. Students are assigned to Create Project Ideas Model / Program / Technology / Learning Process to improve performances, learning skills, literacy skills and life skills of individuals / groups / organizations / communities in the era of society 5.0 in the form of Book Chapters / MOOCS / Articles. This task is collected no later than the end of June 2022
VALUATION	Methods/techniques	Written exams, Performance Appraisal, Product Appraisal, Attitude Assessment. The assessment in the IT-Based Learning Models course is as follows: 1. Components and weights of the assessment in percentage terms: a. Attitude 15% b. General skills 10% c. Special skills 35% d. Knowledge 40% 2. Assessment strategy: a. Assignments are assessed using non-test techniques, such as analysis results, papers and presentation activities as well as scientific articles according to the specified themes b. Midterm Exams and End-of-Semester Exams are replaced by doing scientific articles as the output of the course c. Throughout the semester, students who take this course will attend lecture meetings every week, read the materials that the lecturer has prepared for each meeting, find for themselves other relevant materials through international / internet reputable journals, journals, PPs - UNJ libraries (including theses and dissertations) and national, as well as other places that can provide it. In addition, on the days between a meeting and an upcoming meeting students will study in groups to create papers that are relevant to the topics discussed at the previous meeting and the results are presented at the next meeting. d. Papers and group presentations assessed by lecturers "accepted or "corrected for accepted", which at the same time became the basis for each individual in the group to

got individual grades on the final paper respectively . In other words, the acceptance of papers and group presentations is a prerequisite for obtaining individual / group scores. Approved papers along with presentation materials (powerpoint) are sent to the e-mail address: bwibawa_ft@yahoo.com

Assessment Strategy	Assessed Aspects			
	Attitude	Keterampilan General	Keterampilan Special	Pengetahuan
Achievement test (*Achievement*	☐	◑	●	●

umber : Esdal, Lars. Defining & Measuring Student-Centered Outcomes. Education Evolving, 2018, pp. 19)

Information:

○ Not used in assessment
◑ Sometimes used in certain assessment cases
● Often used to assess the skill in question

- Attitudes (includes relevant 21st Century Skills)
- General Skills (Includes 21st Century Skills and relevant digital Literacy)
- The assessment strategy is adjusted to the activities carried out by students in the course.
- 21st Century Skills adapt the Permendikbud which consists of 6 C's, namely: *Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion* and *Civic responsibility*.

Instrument	Writing questions, Rating *scale,* Rubric .

3. Instruments: *write down the type of test (e.g. multiple choice or essay), instruments and rubrics for assessing the academic/portfolio product used. (**Attach instruments and** assessment **rubrics in this RPS document**)*

Rubrics are guidelines or assessment guidelines that describe the desired criteria in assessing or leveling the results of student learning performance. The rubric consists of dimensions or aspects that are assessed and criteria for student learning outcomes ability or indicators of student learning achievement.

The purpose of the assessment using rubrics:

- Clarify the dimensions or aspects and levels of assessment of student learning outcomes;
- can be a driver or motivator for students to achieve their learning outcomes.

Rubrics can be comprehensive or generally applicable and can also be specific or only applicable to a particular topic or a particular learning outcome.

A portfolio is an instrument / document for assessing learning outcomes that is based on a collection of information that shows the progress of student CPL achievement in a certain period. The information can be in the form of student work from the learning process that is considered the best or student work that shows the development of their ability to achieve learning outcomes.

4. Assessment/graduation criteria

Students are categorized as passing this course if they have a final grade of at least B based on the following assessment range:

Mastery Level (%)	Letter	Number	Information
86 – 100	A	4,0	Pass

			81 – 85	A-	3,7	Pass
			76 – 80	B+	3,3	Pass
			71 – 75	B	3,0	Pass
			66 – 70	B-	2,7	Haven't Graduated Yet
			61 – 65	C+	2,3	Haven't Graduated Yet
			56 – 60	C	2,0	Haven't Graduated Yet
			51 – 55	C-	1,7	Haven't Graduated Yet
			46 – 50	D	1,0	Haven't Graduated Yet
			0 – 45	And	0,0	Haven't Graduated Yet

REFERENCE	Main	1. Ronghuai Huang _ J. Michael Spector _ Junfeng Yang. (2019). Educational Technology: A Primer for the 21st Century, Singapore, Springer. 2. Daniel Burgos · Ahmed Tlili · Anita Tabacco (2021). Radical Solutions for Education in a Crisis Context COVID-19 as an Opportunity for Global Learning, Singapore, springer. 3. M. J. Bishop • Elizabeth Boling Jan Elen • Vanessa Svihla. (2020) Handbook of Research in Educational Communications and Technology Learning Design, Fifth Edition , Switzerland, Springer. 4. Januszewski, Alan & Michael Molenda (2008).. Educational Technology. A Definination with Commentary. New York : Laurance Erlbaum Associates. 5. J. Michael Spector, J.M. et. al. (2014). *Handbook of Research on Educational Communications and Technology. 3th Ed. New York:* Routledge: Taylor and Francis Group. 6. J. Michael Spector (2013). Emerging Educational Technologies and Research Directions. *Educational Technology & Society*, *16* (2), 21–30 7. Jason Silverman • Veronica Hoyos (2018). Distance Learning, E-Learning and Blended Learning in Mathematics Education International Trends in Research and Development, Switzerland, Springer. 8. J. Koumi (2008) Designing Video and Multimedia for Open and Flexible Learning. England: Open and Flexible Learning Series. 2008. 9. Satasha L. Green. (2014). STEM Education How To Train 21st Century Teachers, New York, Nova Publisher 10. Seels, B. & Richey, R (1994) Instructional Technology : The Definition and Domains of the Field, AECT, Washington DC.

		11. Mohamed Jemni • Kinshuk Mohamed Koutheair Khribi Editors (2017). Open Education: from OERs to MOOCs , Berlin, Springer. 12. Yusufhadi Miarso (2004). Sowing the seeds of Educational Technology. Jakarta Pustekkom Diknas in collaboration with Kencana. 13. Nick H.M. and Van Dam (2017). The 4th Industrial Revolution & The Future of Jobs, Bookboon. 14. Liping Deng • Will W. K. Ma Cheuk Wai Rose Fong (2018). New Media for Educational Change, Singapore, Springer. 15. Lucy Santos Green • Jennifer R. Banas Ross A. Perkins (2017). The Flipped College Classroom, Switzerland, Springer.
	Pendukung	1. Xun Ge • Dirk Ifenthaler • J. Michael Spector (2015). Emerging Technologies for STEAM Education, Switzerland, Springer. 2. Dejian Liu • Ronghuai Huang Marek Wosinski (2017). Smart Learning in Smart Cities, Singapore, Springer. 3. Elena Aurel Railean (2017). User Interface Design of Digital Textbooks, Singapore, Springer. 4. Begoña Gros • Kinshuk • Marcelo Maina (2016). The Future of Ubiquitous Learning, Berlin, Springer. 5. Brad Hokanson • Gregory Clinton Karen Kaminski (2018), Educational Technology and Narrative, Switzerland, Springer. 6. Daniel Churchill • Jie Lu Thomas K.F. Chiu • Bob Fox (2017). Mobile Learning Design, Singapore, Springer. 7. Samira Elatia, Donald Ippercielosmar R. Zaïane. (2016). Data Mining And Learning Analytic, New Jersey, John Wiley Aand Son. 8. Bruce Joyce, Marsha Weil and Emily Calhoun (2015) Models of Teaching, Boston, Pearson. 9. Vladimir Geroimenko (2019). Augmented Reality Games II The Gamification of Education, Medicine and Art, Switzerland, Springer. 10. Simon K.S. Cheung, et.a; (2017) Blended Learning, New Challenges and Innovative Practices, Cham, Switzerland, Springer 11. Jan L. Plass, Richard E. Mayer, and Bruce D. Homer (2019). Handbook of Game-Based Learning, Cambridge, Massachusetts, The MIT Press.

REQUIRED COURSES	-	

DETAILS OF THE ACTIVITY PLAN								
Mingg at Ke:	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning; Learning Methods; Assignment;**		**Alok a the time**	**Yourmber / Media**	**Assess ment/ Assign ments**
				Synchro no us:	***Asynchro n eggs:***			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
1-2	Model-model Learning that use pendekatan Students Centered Learning IT-based, according to	• Historical overview, basic pillars and trends of TP research • TP Learning Challenges	• Explaining Historical Review, Basic Pillars and Trends of Educational Technology Research • Analyzing Learning Challenges TP Personalization of Social Media Learning, Alternative Methods and	Virtual face-to-face via *zoom meeting:* analysis: • Review n historic	• Presenta the Lecturer and brainsto rming. • Presenta the Student	TM: 3x50' BT: 3x60 BM: 3 x 60.	• Case studies • journal studies and • book	**Assignment:** • The results of the study on historical review, basic pillars and trends of TP research • A Study of TP Learning Challenges

	Demands		Models, Learning Assessment, Stakeholders, Globalization and Education Policy	al, basic pillars	wa and class discussi on.			

	21st century learning with the characteristics of digital natives and society 5.0.			and research trends n TP • Challenge the Defenders jaran TP				
3-4	Learning models that use an IT-based Students Centered Learning approach, in accordance with the demands of 21st century learning with the characteristics of digital natives and society 5.0.	• TP Learning Challenges and • Project Based Learning as an alternative method	• Analyzing TP Learning Challenges • Estimating Project Purchases / Alternative Methods	Virtual face-to-face through *zoom meeting* : analysis: Challenge n TP ran learners and Project-Based Learning as an alternative method	Presenta the Student wa and class discussion	TM: 3x50” BT 3x60’ BM 3x60	• Case studies • journal studies and • book	The results of the study on • TP Learning Challenges and • HOTS as an alternative method

5-6	Learning models that use	• TP Learning Challenges and	• Analyzing TP Learning Challenges	Virtual stare over *zoom*	Student Presentation a and	TM: 3x50' BT 3x60' BM 3x60'	• Case studies • journal studies and • book	Challenge Study Results • TP learning and
	IT-based Students Centered Learning approach, in accordance with the demands of 21st century learning with the characteristics of digital natives and society 5.0.	• Case-Based Learning as an alternative method	• Analyzing **Case-Based** Learning/Alternative Methods	*meeting:* analysis: Challenge n TP ran shoppers and Case-Based ran learners as an alternative method	class discussion	TM: 3x50' BT 3x60' BM 3x60'		• STEAM learning as an alternative method

7	The development of the latest concept in the field of Sustainable Education Technology which is a special tendency due to the concentration of development already	• Blended Learning dan • Collaborative Learning	• Analyzing Blended Learning and • Analyzing Collaborative Learning	Virtual face-to-face through *zoom meeting:* analysis: Blended Learning and Kolabora Techniqu e tif	Student presentations and class discussions	TM: 3x50' BT 3x60' BM 3x60'	• Case studies • journal studies and • book	The results of the study on • Blended learning dan • Collaborative techniques
8	**UTS**							
9-10	Development current concept	• Serious Game,	• Explain about Serious Game,	Stare maya	Presents Yes	TM: 3x50' BT 3x60' BM 3x60'	• Case studies	The results of the study on • Serious game,

	the field of Technology Continuing education which is a special tendency because of the sensitivity of development yes	• Gamificatio n in learning	• Analyzing Gamification in Learning, and • Analyzing Micro Learning	via *zoom meeting :* analysis: Serious Game, Gamifik asi in the defense Aran	Student wa and class discussi ons	TM: 3x50' BT 3x60' BM 3x60'	• journal studies and • book	• Gamification in learning
11	The development of the latest concept in the field of Sustainable Education Technology which is a special tendency because of the sensitivity of development yes	• Online Learning, • e-learning, • Mobile, • Ubiquitous	• Explaining about Online learning, • Analyzing e-learning , • Analyzing Mobile, • Ubiquitous Learning	Virtual face-to-face via *zoom meeting:* analysis: • Online teachi ngs, • e-learnin g, • Mobile, • Ubiqui tous eggs	Presenta the Student wa and class discussio n	TM: 3x50' BT 3x60' BM 3x60'	• Case studies • journal studies and • book	Study results • Online learning models , etc.
12	The development of the latest concepts of	Smart Learning Environment	Identifying and analyzing about	Virtual stare throug h	Presentas i Mahasis	TM: 3x50' BT 3x60'	• Case studies • journal studies and	The results of student studies

	the field					BM 3x60’		

	Continuing education technology which is a special tendency due to the sensitivity of development already		Smart Dividing Environment	*zoom meeting*: analysis: Context an Intelligent Image	wa and class discussion		• book	• About the intelligent learning environment
13	The use of technology, especially computer technology and the internet and its challenges, new delevery systems, education reform, quality assurance (QA), Open Education Resources (OER), and trends research	• Education data mining and • Learning Analytic	Analyzing Education Data Mining, and Learning Analytics	Virtual face-to-face via *zoom meeting:* analysis: • Penggalian Data Pendidikan and • Analytic	Student presentations and class discussions	TM: 3x50' BT 3x60' BM 3x60'	• Case studies • journal studies and • book	The results of student studies • about educational data mining and • learning analytic

	in educational technology in the era of society intelligent							
14	The use of technology, especially computer and internet technology and its challenges, new delevery systems, education reform, quality assurance (QA), Open Education Resources (OER), and research trends in educational technology in the era of society intelligent	• Augmented Reality (AR), • Virtual Learning, • 3D-Printing, and • User Interface • TO • Yacht	Analyze and explain about Augmented Reality (AR), VR, 3D-Printing, AI, IoT, and User Interface	Virtual face-to-face via *zoom meeting:* analysis: • Augmented Reality (AR), • Virtual Learning, • 3D-Printing, and • AI, IoT, User Interface	Student presentations and class discussions	TM: 3x50' BT 3x60' BM 3x60'	• Case studies • journal studies and • book	The results of the study on: • Augmented Reality, • Virtula Learning, • 3D-Printing, • User Interface

15	The use of technology, especially computer and internet technology and its challenges, new delevery systems, education reform, quality assurance (QA), Open Education Resources (OER), and research trends in educational technology in the era of society intelligent	Projects include: • Idea • Model/program /Technology	Producing Projects: Model Ideas / Programs / Technologol ogi / Alternative Learning Process	Virtual face-to-face via *zoom meeting:* analysis: • Gagasan, • Model /program/Teknologi	Student a discusses the results of the project in the form of ideas / Models / Teknology	TM: 3x50' BT 3x60' BM 3x60'	• Case studies • journal studies and • book	Scientific articles as a result of student projects
16	**UAS**	TM 3x50'						

ATTACHMENT

- **Task** Hints. If there is an assignment, let alone a task in the form of a project, then it is recommended that there are task instructions so that it is clear to students.

- Scale/Rubric of task assessment, presentation or attitude

WEIGHT OF ASSESSMENT

COMPONENT	WEIGHTS (%)
Task-1 (Student presentation)	10
Task-2 (Student presentation)	10
Task-3 *(case based)*	10
Task-4 *(case based)*	20
UTS	20
UAS *(project based)*	30

GRADUATION KITERIA

Mastery Rate (%)	Letter	Number	Information
86 – 100	A	4,0	Pass
81 – 85	A-	3,7	Pass
76 – 80	B+	3,3	Pass
71 – 75	B	3,0	Pass
66 – 70	B-	2,7	Haven't Graduated Yet
61 – 65	C+	2,3	Haven't Graduated Yet
56 – 60	C	2,0	Haven't Graduated Yet
51 – 55	C-	1,7	Haven't Graduated Yet
46 – 50	D	1,0	Haven't Graduated Yet
0 – 45	And	0,0	Haven't Graduated Yet

KITERIA UTS AND UAS ASSESSMENT

Assessment Components	Shoes	Assessment Criteria
CONTENT	0 - 10	Students analyze analytically, critically, high-level thinking skills
ORGANIZATION	0 – 6 points	Clarity of analysis by having introduction, content and conclusion
a Introduction	2	Clarity of analysis and there is Introduction
b Fill	2	True and clear content analysis
c Conclusion	2	The conclusion of the analysis is correct and clear
PROCESS		
(a) Solution	0 – 6 points	
✓ Just	2	If the solution is accurate
✓ Consistently internal	2	When logical and consistent Solution.
✓ Originality	2	If the original solution
(b) Argument	0 – 6 points	
✓ Just	2	When accurate arguments are Given
✓ Consistently internal	2	If the arguments are consistent Given
✓ Original/Creative	2	If it is original and innovative and varied arguments given
Maximum Score	**22 Points**	

PROJECT TASK INSTRUCTIONS

Courses (credits)	IT-Based Learning Models (3 credits)
Semester	Even 2021-2022 (January-June 2021)
Courses	Postgraduate S3 Educational Technology UNJ
Tasks to:	Final Project
Task name	**Carry out scientific studies.**
Purpose of the task	Students are able to analyze scientific studies based on journals, books and literature-literature case studies with relevant themes according to predetermined topics to further explore the concept of IT-Based Learning Models and expand and strengthen insights about IT-Based Learning Models and being able to Analyze
Job Description	Individual/group papers on IDEAS that describe IT-based learning models in institutions/organizations/industries known to students and their prediction of future changes, literature analysis, research analysis, and the rationale/reason for the occurrence of these changes . 1. Individual/ group paper / case study a maximum of 10 pages on the application of TP in accordance with the trend of application in industry, a maximum value of 100 with the following details 2. Clarity of description of the name and characteristics of the educational organization used as the locus of discussion and description of the ongoing TP program (one page) 3. Clarity of analysis of the advantages and disadvantages of the ongoing TP program (one page) 4. General (simple) design of research on trends in ongoing TP implementation (two pages) 5. Prediction of the development of changes (trends) in the application of TP in the selected locus in the future (five pages), which includes: • Reasons for the change (one page) • The relationship of change with the quality of the upcoming educational learning process (two pages) • Supporting factors and obstacles to the occurrence of such changesand how to overcome them (two page)
Time	Assignments are collected no later than May 17, 2021.
Technical instructions	1. Tasks are done individually / in groups 2. The results of scientific studies are consulted to lecturers custodian before presentation

	3. The results of the study were presented by students in groups 4. After being checked by the lecturer, the results of the study were revised by students. 5. Articles ready to be submitted no more than 7 pages. 6. The results of studies that have been revised by students can be published in reputable journals both at the level of International dan National

ASSESSMENT SHEET

Study program : .....
Courses : .....
Semester : .....
Student name: .....
Tasks/products : .....
Assessment date: .....

No	Assessed aspects	Weight (%)	Shoes (1-5)	Value (weightxscor)
1	Use of references/sources	10		
2	Theory support (relevance of theory)	10		
3	Comprehensive review (various persepektif)	10		
4	Originality of the work	15		
5	Novelty/innovation	20		
6	Practicality (ease of use)	15		
7	Product expediency/effectiveness	20		
Sum		100		
Average value (end)				

Information:
1= very lacking
2= less
3= enough
4= good
5= excellent

Jakarta, ... December 2021
Assessment

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ASSESSMENT SHEET

Study program : .....
Courses : .....
Semester : .....
Student name: .....
Tasks/products : .....
Assessment date: .....

No	Assessed aspects	VALUE (1-5)
1	Notability/participation	
2	Honesty	
3	Discipline	
4	Tangung jawab	
5	Collaborate	
6	Critical	
AVERAGE VALUE		

Information:
1= very lacking
2= less
3= enough
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Jakarta, ... December 2021
Assessment

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GROUP PRESENTATION
ASSESSMENT SHEET

Study program : .....
Courses : .....
Semester : .....
Student name: .....
Task/product : Group Presentation
Assessment date: .....

NO	ASPECTS	S	N	NOTE
I	**Papers**	**(1)**		
	1. Readiness	0.2		
	2. Systematics	0.2		
	3. Contains important concepts2 from the Study Journals/Books	0.6		
II	**Serving**	**(5)**		
	1. Bringing up the core content of the Subject Matter clearly	1.5		
	2.Kajian/Kontekstuasi	2		
	3. Using PPT/Video or other relevant tools	0.5		
	4. Provide responses to the content of the Chapter	0.5		
	5. Communication Skills	0.5		
III	**Discussion**	**(3)**		
	1. Ability to express opinions critically	1		
	2. Response to a question or comment	1		
	3. Consistency of the discussion material with the subject matter discussion	1		
IV	**Group Cooperation**	**(1)**		
	1. Liveliness	0.3		
	2. Responsibility	0.3		
	3. Responses	0.2		
	4. Teamwork	0.2		
	Sum	**(10)**		

Appraiser's Name: