

SEMESTER LESSON PLAN  
(RPS)

COURSES	:	EDUCATIONAL TECHNOLOGY
COURSES	:	HUMAN PERFORMANCE TECHNOLOGY
WEIGHT	:	3 credits
LECTURERS	:	Dr. Eveline Siregar, M.Pd



POSTGRADUATE  
JAKARTA STATE UNIVERSITY  
2022



JAKARTA STATE UNIVERSITY  
POSTGRADUATE  
EDUCATIONAL TECHNOLOGY STUDY PROGRAM

**SEMESTER LESSON PLAN  
(RPS)**

COURSES	CODE	WEIGHTS (CREDITS)	SEMESTER	TIME	DATE OF DRAFTING
<b>PERFORMANCE TECHNOLOGY</b>	99018133	3 credits	Complete	16 Weeks	-
<b>AUTHORIZATION</b>	<b>Lecturers</b>		<b>Reviewer/Quality Assurance</b>		<b>Head of Study Program</b>
	Dr. Eveline Siregar, M.Pd		Dr,Indina Tarjiah, M.Pd		Dr. Eveline Siregar, M.Pd
<b>DESCRIPTION</b>	<p>This Performance Tenology course will discuss four things, namely what is performance technology, where it is applied, why it is needed, and how to apply it. Thediscussionincludes the meaning, objectives, and characteristics of performance technology. It will also be discussed about the intersection and boundaries between educational technology, learning technology and performance technology. As a form of application of performance technology, the concept of Education and Training (DIKLAT) will be discussed, both as an organization, and as an institution that is responsible for improving the quality of human resources. It will also be studied the characteristics of performance technology as an approach in improving the quality of individual, group performance; bis a performance development model and performance development procedure (ranging from analyzingneeds, designing, developing, implementing and evaluating). As a culmination, students are expected to be able to design an intervention to solve performance problems and improve the quality of individual and group performance.</p>				
<b>GRADUATE LEARNING OUTCOMES (CPL)</b>	<b>CPL</b>		<b>CPMK</b>		<b>SubCPMK</b>
	1) Able to develop pedagogical theories, literacy, benefits of information technology in educational technology with practice as a media developer, learning designer and performance		1. Students can conceptually analyze the positional context and limitations of performance technology within the framework of the 2004 TP		a. Students can express the meaning of Performance Technology in the Educational Technology section appropriately.

<p>technologist to produce solutions in improving the quality of education for the benefit of humans through an interdisciplinary or multidisciplinary approach;</p> <p>2) Able to apply logical, critical, systematic, and innovative thinking in the field of educational technology with its practice as a media developer, learning designer and performance technologist based on the profession in the field of educational technology that has social sensitivity and concern for society and the environment.</p> <p>3) Able to solve educational technology problems based on pedagogical theory, literacy, information technology with practice as a media developer, learning designer and performance technologist through the scientific method with an interdisciplinary or multidisciplinary approach based on academic values, norms, and ethics;</p>	<p>Definition properly and correctly through project assignments.</p>	<p>b. Students can analyze the boundaries of <i>the "improving performance"</i> area correctly.</p>
	<p>2. Students can correctly identify the characteristics of performance technology</p>	<p>a. Students can explain the meaning and form of the model of <i>Human performance technology</i> correctly.</p> <p>b. Students can properly attribute the role of the system to the performance of an organization.</p>
	<p>3. Students can correctly decipher the meaning and categories of interventions in the context of performance technology</p>	<p>a. Students can explain the meaning of the intervention correctly.</p> <p>b. Students can put forward the category of intervention according to the opinions of experts appropriately.</p>
	<p>4. Students can properly apply the concepts of performance analysis and training overview as part of learning interventions correctly through project assignments.</p>	<p>a. Students can compile a form of performance analysis correctly.</p> <p>b. Students can explain training as an intervention and their position in an organization correctly.</p>
	<p>5. Students can correctly analyze the systems approach in training development</p>	<p>a. Students can correctly determine the concept of the system in the development of training.</p> <p>b. Students can analyze the steps of training development appropriately.</p>
	<p>6. Students can analyze the role and function of organizational interventions that are contemporary in nature correctly.</p>	<p>a. Students can elaborate on <i>the Performance Management System</i> and its application in the organization as part of the current intervention correctly.</p>

	4) Able to apply solutions to educational technology problems that are in accordance with the needs of educational technology development through research that is tested and has novelty and gains recognition at the national and international levels;		b. Students can analyze approaches that can be used to improve performance quality appropriately.
		7. Students are able to analyze performance problems ( <i>performance analysis</i> ) and find out the cause of the problem ( <i>cause-analysis</i> )	a. Students in groups can correctly determine performance improvement development activities with a certain model based on the objectives and characteristics of the training. .
		8. Students can design performance improvement programs by benar through project assignments	b. Students can analyze one example of a development model that can be used to design a performance improvement program correctly.
			c.
<b>Study Materials</b>	<b>STUDY MATERIALS/ SUBJECT MATTER</b>	<b>SUB- STUDY MATERIALS /SUB-SUBJECT MATTER</b>	
	1. Position of Performance Technology within the framework of the 2004 TP Definition.	1.1	Meaning of Performance Technology in TP
		1.2	Regional Boundaries " <i>Improving Performance</i> "
	2. Characteristics of Performance technology	2.1	<i>Human Performace Technology</i>
		2.2	Learning Organizations
	3. Intervention in the context of Performance Technology	3.1	Meaning of Intervention
		3.2	Intervention Categories
	4. Learning Interventions	4.1	Performance Analysis
		4.2	Training as a classic Intervention
5. Systems approach in the development of training.	5.1	Systems in training	
	5.2	Development of training with a systems approach	
6. Current Intervention Technology Performance	6.1	Performance Management System and its application in organizations	
	6.2	Approaches in improving the quality of performance	
7. Performance improvement program design	7.1	Performance improvement program development activities	
	7.2	Performance improvement program development design	

<b>LEARNING ACTIVITIES</b>	Pedekatan	<i>Student centered learning..</i>
	Methods/strategies	Lectures, questions and answers, discussions, assignments, <i>project based learning.</i>
	Mode of activity	<i>Online learning: Synchronous and Asynchronous models.</i>
	Assignment	Make papers, paper presentations, case analysis, analysis of journal articles, project assignments in groups.
<b>VALUATION</b>	Methods/techniques	Written exams, Performance Appraisals, Product/project Appraisals. Attitude Assessment
	Instrument	Writing questions, Rubric Assessment <i>Instruments (Rubrics)</i> for proyek assessment, Attitude Assessment instruments
<b>REFERENCE</b>	Main	Dewi S.Prawiradilaga and Uwes Anis Chaeruman, <i>Hypercontent Module of Performance Technology</i> , Jakarta: Prenada Media Group, 2018
	Supporter	<p>Benny A.Pribadi, <i>Design and Development of Competency-Based Training Programs</i>, Jakarta: Prenada Media Group, 2014</p> <p>Blanchard, P.Nick &amp; James W.Thacker, <i>Effective Training: Systems, Strategies and Practices</i>, London: Pearson Education limited, 2013</p> <p>Dryden, Gordon and Vos, Jeannette, <i>The Learning Revolution</i>. New Zealand: The Learning Web., 1999.</p> <p>Januszsweski, Alan &amp; Michael Molenda, <i>Educational Technology: A Definition with comentary</i>, New York: Lawrence ErlbaumAssociates, 2008</p> <p>Mager, Robert F, <i>Introduction to Performance Technology</i>, Washinton, DC: 2000.</p> <p>Seung Youn Chyung, <i>Foundations of Instructional and Performance Technology</i>, US and Canada: HRD Press, Inc.2008</p> <p>Suparman, Atwi, <i>Instructional Design</i>. Jakarta: PAU-UT, 2009</p> <p>Siagian, Sondang P, <i>Human Resource Management</i>, Jakarta: Bumi Aksara, 2000.</p> <p>Hargreaves, Pat dan Peter Jarvis, <i>The Human Resource Development</i>, London:</p>

		Kogan Page Limited, 2000.
<b>REQUIRED COURSES</b>	<ul style="list-style-type: none"> <li>- Learning Design</li> <li>- Educational Technology Foundation</li> </ul>	

<b>DETAILS OF THE ACTIVITY PLAN</b>							
	<b>Learning Outcomes</b>	<b>Material</b>	<b>Success Indicators</b>	<b>Forms of Learning; Learning Methods; Assignment;</b>	<b>Time allocation</b>	<b>Source/ Media</b>	<b>Assessment/ Assignment</b>

We ek To:	(Sub-CPMK)	(Study Material)		<i>Synchronous:</i>	<i>Asynchrono us:</i>			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1,2	Students can conceptually analyze the context of the position and limitations of performance technology within the framework of the 2004 TP Definition correctly through project tasks.	Definition of Performance Technology in the Essence of TP Definition (AECT 2004), Existence of Performance Technology, Improving the performance of individual learners, Improving the performance of Teachers and Designers, Improving organizational performance	<ul style="list-style-type: none"> <li>Students can express the meaning of Performance Technology in the Educational Technology section appropriately.</li> <li>Students can analyze the boundaries of the "improving performance" area correctly.</li> </ul>	<p>Virtual discussion via <i>zoom meeting</i>: The Meaning of Performance Technology (<i>collaboration and critical thinking</i>)</p> <p>Presenting the material through a presentation on zoom (<i>communication and creative thinking</i>)</p> <p>Discussion I: Discussion of assigned projects and <i>critical thinking</i> as possible Present the results of project work of each group</p>	<ul style="list-style-type: none"> <li>Find references on performance technologies</li> <li>Meexamine / explore references about the meaning of performance technology (<i>critical thinking</i>)</li> <li>Discussion on LMS on project 1 (training analysis)</li> </ul>	<p>TM: 2x100</p> <p>BT: 2x120</p> <p>BM: 2x120.</p>	<ul style="list-style-type: none"> <li>The book " Performance Technology "</li> <li>LMS</li> <li>Reading text,</li> <li>Power point,</li> <li>Video.</li> </ul>	<p>Project Assessment ( PJBL) "identification and analysis of training already carried out" (analysis sourced from a video about training)</p>

				& receive feedback from lecturers and other groups (communication, creative thinking and critical thinking)	(collaboration and critical thinking)			
3	Students can correctly identify the characteristics of performance technology.	Understanding <i>Human Performance Technology</i> , Engineering human performance (Model Technology Model " <i>Strategic Impact</i> ), Learning in organizations ( <i>organizational learning</i> ), System perspectives on organizational performance, The important role of system	<ul style="list-style-type: none"> <li>Students can explain the meaning and form of the model of <i>Human performance technology</i> correctly.</li> <li>Students can properly attribute the role of the system to the performance of an organization.</li> </ul>	Virtual discussion via <i>zoom meeting</i> : discussing <i>the Human Performance Technology Model (collaboration and critical thinking)</i>  Discussion: Mahasiswa is given a case and disqualifies the way of brandingayasa human performance with the application of the right model ( <i>communication and critical thinking</i> )	<ul style="list-style-type: none"> <li>Looking for references on HPT (<i>critical thinking</i>)</li> <li>Ireview/ex plore references about HPT and medo diskusi pada LMS (<i>communication &amp; critical thinking</i>)</li> </ul>	TM: 2x100 BT: 2x120 BM: 2x120.	<ul style="list-style-type: none"> <li>The book " Performance Technology "</li> <li>LMS</li> <li>Reading text,</li> <li>Power point, Video.</li> </ul>	An online assignment on the characteristics of HPT and "the <i>hammer syndrome</i> " ( analysis of the book <i>Foundations of Instructional and Performance Technology</i> (Seung Youn Chyung) specifically Chapter 8



		thinking as the foundation of OB		Discussion: about mental models (one pillar of the learning organization) and efforts to cultivate new mental models. ( <i>creative and critical thinking</i> )				Task: Efforts to cultivate a new mental model in an organization / institution
4	Students can properly decipher the meaning and categories of interventions in the context of performance technology.	Definition of Intervention, Impact of Intervention, Opinion of Van Tiem, et al., and Silber Opinions of Van Tiem, Moseley and Dessinger	<ul style="list-style-type: none"> <li>• Students can explain the meaning of the intervention correctly.</li> <li>• Students can put forward the category of intervention according to the opinions of experts appropriately.</li> </ul>	Virtual discussion via <i>zoom meeting</i> : Categories of intervention in Performance technology ( <i>collaboration and critical thinking</i> )  Discussion: Identify the types of interventions that are in accordance with the field of Educational Technology ( <i>creative and critical thinking</i> )	<ul style="list-style-type: none"> <li>• Looking for references on interventions (<i>critical thinking</i>)</li> <li>• Reviewing /exploring references to the category of intervention (<i>critical thinking</i>)</li> </ul>	TM: 2x100 BT: 2x120 BM: 2x120.	<ul style="list-style-type: none"> <li>• The book " Performance Technology "</li> <li>• LMS</li> <li>• Reading text,</li> <li>• Power point, Video.</li> </ul>	Making an analysis or generalization related to the categorization of interventions from the Opinions of Van Tiem,et al.,

					create a concise paper on the categories of intervention ( <i>collaboration and creative thinking</i> )			
5,6, 7	Students can outline performance analysis concepts and training overviews as part of learning interventions correctly through project assignments.	Performance studies, Knowledge & work, Performance analysis models, Methods and techniques for collecting information / Data for performance analysis, <i>Training need analysis</i> . Training as an intervention,	<ul style="list-style-type: none"> <li>• Students can compile a form of performance analysis correctly.</li> <li>• Students can explain training as an intervention and their position in an organization correctly.</li> </ul>	Virtual discussion via <i>zoom meeting</i> : Training as a <i>performance intervention (collaboration and critical thinking)</i>  Discussion of other development models that can be used to develop training ( <i>creative and critical thinking</i> )	<ul style="list-style-type: none"> <li>• Looking for references about training as an intervention (<i>critical thinking</i>)</li> <li>• Mereview / explore references about training (<i>critical thinking</i>)</li> </ul>	TM: 2x100  BT: 2x120  BM: 2x120.	<ul style="list-style-type: none"> <li>• The book " Performance Technology "</li> <li>• LMS</li> <li>• Reading text,</li> <li>• Power point, Video.</li> </ul>	<i>Project Based Learning</i>  <b>"Analysis of performance in an organization and determining appropriate interventions"</b>

		Training Position in Organizations, Impact training.			<ul style="list-style-type: none"> <li>• make a concise paper on training as an intervention <i>(collaboration and creative thinking)</i></li> </ul>			
8	UTS							
9,10	Students can apply the systems approach in the development of training correctly	System Concept in Training, Training Development with a system approach, Analysis, Design, Development, Implementation, Evaluation.	<ul style="list-style-type: none"> <li>• Students can correctly determine the concept of the system in the development of training.</li> <li>• Students can analyze the steps of training development appropriately.</li> </ul>	Virtual discussion via <i>zoom meeting</i> : Application of the Systems Approach in training development <i>(collaboration and critical thinking)</i>  Diskusi : Penggunaan pendekatan mentoring & coaching serta perbedaannya.	<ul style="list-style-type: none"> <li>• Seek reference on critical thinking procedures</li> <li>• Ireview / explore references on training development <i>(critical thinking)</i></li> </ul>	TM: 2x100 BT: 2x120 BM: 2x120.	<ul style="list-style-type: none"> <li>• The book " Performance Technology "</li> <li>• LMS</li> <li>• Reading text,</li> <li>• Power point, Video.</li> </ul>	Quiz on the system's approach to coach development

				(creative and critical thinking)	<ul style="list-style-type: none"> <li>• make a concise paper on training development by applying a system approach (collaboration and creative thinking)</li> </ul>			
11, 12	Students can analyze the role and function of organizational interventions that are contemporary in nature appropriately.	Definition of <i>Performance Management System</i> , Application of <i>Performance Management System</i> in organizations, Various approaches in improving performance quality (ARCS,	<ul style="list-style-type: none"> <li>• Students can elaborate on <i>the Performance Management System</i> and its application in the organization as part of the current intervention correctly.</li> <li>• Students can analyze approaches that can be used to</li> </ul>	Virtual discussion via <i>zoom meeting</i> : The role and function of organizational intervention ( <i>collaboration and critical thinking</i> )  Student presentations on contemporary interventions for performance	<ul style="list-style-type: none"> <li>• Looking for references on a variety of <i>critical thinking</i> interventions</li> <li>• Reviewing /exploring references to organizati</li> </ul>	TM: 2x100 BT: 2x120 BM: 2x120.	<ul style="list-style-type: none"> <li>• The book "Performance Technology"</li> <li>• LMS</li> <li>• Reading text,</li> <li>• Power point, Video.</li> </ul>	Assignment: Analysis of articles on "Variety of interventions in improving the quality of performance"

		Corporate University etc.), current issues of performance problems and their solutions	improve performance quality appropriately.	improvement. <i>(communication and creative thinking)</i>  Review and reflection by friends <i>(critical thinking)</i>  Confirmation, elaboration and follow-up of discussion results <i>(collaboration and critical thinking)</i>	onal interventions <i>(critical thinking)</i>  • Create a brief paper on current interventions in organizations <i>(collaboration and creative thinking)</i>			
13, 14, 15	Students can design performance improvement programs correctly through project assignments	Needs analysis activities, Development, Implementation, Evaluation Design Needs analysis, design, development, implementation and evaluation	<ul style="list-style-type: none"> <li>Students in groups can correctly determine performance improvement development activities with a certain model based on the objectives and characteristics of the training. .</li> </ul>	Virtual discussion via <i>zoom meeting</i> : Effective Training Development Procedures <i>(collaboration and critical thinking)</i>	<ul style="list-style-type: none"> <li>Looking for references on critical thinking procedures</li> <li>Discussing the model<sup>2</sup> of training</li> </ul>	TM: 2x100 BT: 2x120 BM: 2x120.		Project Assessment (Project Based Learning) <b>"Mendesain and develop training that is appropriate and appropriate to the needs"</b>

			<ul style="list-style-type: none"> <li>Students can analyze one example of a development model that can be used to design a performance improvement program correctly.</li> </ul>	<p>Discussion I: Pis a fundamental question on the topic of PJBL and discussion and records student responses. <i>(collaboration and critical thinking)</i></p> <p>Discussion II: <i>Monitoring and progress</i> checking the development of projects of each group <i>(communication and creative thinking)</i></p> <p>Presentasi of the results of the work on each project <i>(communication and creativel thinking)</i></p>	<p>development to be used <i>(collaboration and critical thinking)</i></p>			
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## ATTACHMENT

### PROJECT TASKS

#### Subject Matter I

#### "IDENTIFICATION AND ANALYSIS OF TRAINING ALREADY CARRIED OUT"

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##### Project Description

This task is the following is the initial project that you are working on, this project is a concrete application of the materials for the position of performance technology in the realm of Educational Technology, the *improving performance* section and the existence of performance technology. Through this project, it is hoped that you as an Educational Technology student can see the relationship or impact of an activity / program to be able to improve the performance of a person, lecturer or organization by analyzing cases that present a training and seeing directly the relationship between the science of performance technology in the program and its excision.

This task is in the form of project assignment (*project based learning*) which will be carried out in groups, and follows the steps for completing a project as follows:

1. Start with the important questions that will be the theme of your project.
2. Plan the project you are going to do.
3. Schedule project completion activities
4. Monitor project progress
5. Submit project results
6. Evaluation

The final result of the project is in the form of a comprehensive report on the project carried out, consisting of:

1. Description of each step performed in working on the project
2. In-depth analysis of some cases of performance improvement.

##### Project Implementation Instructions



1. Look for some video clips on youtube with the keywords "*training video*" or "*model of training*" and see how the video presents the training. (note the link)
2. Thoroughly review the data you find and analyze the data you have obtained based on the following questions:
  - Is the selected video or program a form of performance improvement effort?
  - What is the purpose of the training?
  - What specific strategies or methods are used?
  - How to design a study
  - And other elements that you consider important.
3. Describe the specific results of your analysis and its relation to the excision of performance technology and the limitations of "*improving performance*" that you have previously learned about in a report.
4. Make a complete report and attach the resulting documents or documentation.

GOOD WORK!

## PROJECT ASSESSMENT RUBRIC 1

### "IDENTIFICATION AND ANALYSIS OF TRAINING ALREADY CARRIED OUT"

No	Assessment Aspects	Assessment Results		
		Good (Score 3)	Enough (Score 2)	Less (Score 1)
<b>Planning</b>				
1	Search for any video clip on youtube with the keyword " <i>training video</i> " or " <i>model of training</i> "			
2	Create a project implementation plan/schedule			
3	Determine sources relevant or related to training development			
<b>Implementation</b>				
4	Analyze any video clip on youtube with the keyword " <i>training video</i> " or " <i>model of training</i> "			
5	Analyzing the objectives of the training			
6	Analyze the specific strategies or methods used			
7	Decipher how to design the training			
8	Determine other related elements.			
9	Make a specific and clear summary of the analysis			
10	Making conclusions from the results of the analysis with the existence and limitations of " <i>improving performance</i> " that have been studied before			
<b>Products (Reports)</b>				
11	Training identification steps and ways of determining training objectives			
12	How-to determine training components			
13	Ability to analyze training with video			
<b>Product Presentation</b>				
14	Report Systematics			
15	Project success rate			
16	Project presentation -clarity -presentation content -ability to explain and answer questions			
Number of earned scores				

$$\text{Nilai} = \frac{\text{Jumlah skor perolehan}}{48}$$

Information:

Score 3: very complete / very good / very thorough / very accurate

**Score 2: done completely / well / sequence / accurately**

**Score 1: done incompletely / not good / inaccurate**

## **PROJECT TASKS**

### **Subject Matter IV**

#### **"PERFORMANCE ANALYSIS AND DETERMINING INTERVENTIONS"**

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##### **Project Description**

This task is a concrete application of the material that has been learned regarding performance analysis and interventions and also from what has been discussed by the previous speakers (Analyzing Performance by Mr. Sendy and Determining appropriate Interventions by Mrs. Dewi) and materials that you have learned, therefore you can re-read the materials that have been studied.

This task is in the form of project assignment (*project based learning*) which will be carried out in groups, and follows the steps for completing a project as follows:

1. Start with the important questions that will be the theme of your project.
2. Plan the project you are going to do.
3. Schedule project completion activities
4. Monitor project progress
5. Submit project results
6. Evaluation

The final result is in the form of a comprehensive report on the project carried out, including:

- a) Description of each step performed in working on the project "Performance Analysis & defining Interventions"
- b) The product is in the form of an "Intervention Design" on performance issues, it can be in the form of training designs, coaching designs, mentoring or other inventions that are described systematically and in detail.

##### ***Project Implementation Instructions:***

1. Observe and look for a performance problem in a training / training institution / training division or learning.

2. Discuss some of the issues identified in the group and determine one performance problem that you consider important to find a solution to.
3. Perform a performance analysis using one of the specific models already studied and apply the steps in detail (describe what is done)
4. If you need an instrument for performance analysis, identify what documents are needed and who the informants are (re-learn the materials from Mr. Sendy), then develop the instruments needed. If you can use several instruments and informants to be accurate, the data obtained. (not just one)
5. Then give those instruments to a specific informant (who competently provides information) to obtain the required data.
6. Then process these data and provide detailed conclusions about the performance problems that occur (gaps / performance gaps) and what causes them (cause analysis).
7. Thoroughly review the data obtained and determine the appropriate interventions that are possible and are the right solutions according to the group.
8. Make a detailed plan regarding the selected / determined intervention, describe how it is designed and implemented in detail (concrete).

Make a final report of the project carried out, along with attachments to the documents produced (performance analysis instruments, the process of drawing conclusions of performance analysis etc.). Everything you do, focus on the theories of performance that have been studied (mention the references) and *the practical instructions (best practices)* that have been given by the speakers,

GOOD WORK!

## PROJECT ASSESSMENT RUBRIC 2

### "PERFORMANCE ANALYSIS AND DETERMINING INTERVENTIONS"

No	Assessment Aspects	Assessment Results		
		Good (Score 3)	Enough (Score 2)	Less (Score 1)
<b>Planning</b>				
1	Formulate performance problems in a training / training institution / training division or learning.			
2	Determining the right solution regarding performance problems in a training / training institution / training division or learning			
3	Define the performance analysis model to use			
4	Create a project implementation plan/schedule			
5	Determine sources relevant or related to training development			
<b>Implementation</b>				
6	Apply performance analysis steps performed in detail based on the selected performance analysis model			
7	Specifying the general purpose, description			
8	Implement/decrypt the steps of the performance analysis in detail.			
9	Determine the instruments necessary to perform performance analysis.			
10	Designing the required instruments			
11	Determining the right informant can get the right data			
12	Analyze the data obtained.			
13	Making conclusions about the performance problems that occur and their causes			
14	Determine the right interventions to address performance issues.			
<b>Products(Reports)</b>				
15	Steps to conduct a comprehensive performance analysis of the project carried out.			
16	Appropriateness of selected interventions with performance analysis			
17	The design of the intervention was chosen.			
<b>Project Presentation</b>				

18	Report Systematics			
19	Project success rate			
20	Project presentation -clarity -presentation content -ability to explain and answer questions			
Number of earned scores				

$$\text{Nilai} = \frac{\text{Jumlah skor perolehan}}{60} \times 100\%$$

**Information:**

**Score 3: very complete / very good / very thorough / very accurate**

**Score 2: done completely / well / sequence / accurately**

**Score 1: done incompletely / not good / inaccurate**

## PROJECT TASKS

### Subject MATTER VII

#### "DESIGNING TRAINING"

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#### Project Description

This task is a concrete application of the reading resources that have been given (Pealtihan Books) especially about designing training, therefore re-read the materials given. Determine which development model to refer to, whether ADDIE, Dick & Carey or others, then follow the steps. You can redesign existing training (show previous training) and modify it into blended training / online training according to current needs. Or you can design a new training based on your needs.

You can redesign existing training (show previous training) and modify it into *blended training / online training* according to current needs or you can design a new training based on needs.

This task is in the form of a project assignment (*project based learning*) which will be carried out by a small group (3 people) and follows the steps for completing a project as follows:

1. Start with the important questions that will be the theme of your project.
2. Plan the project you are going to do.
3. Schedule project completion activities
4. Monitor project progress
5. Submit project results
6. Evaluation

The final result of this project is in the form of a complete package of training in the form of a comprehensive report on the project carried out, including:

1. **A description of each step/stage** performed in working on the project "Design Training.....( training title)"
2. **The "Training Design"** is in the form of an **Outline of the Training Program** which includes:
  - General purpose of training

- Training description
- Goal
- Specific objectives of training
- Topics and subtopics
- Training methods/strategies (synchronous/asynchronous)
- Used media and planned evaluation

**Note:** *In GBPP, include details of the methods and media used on which topic and in what form (whether ppt, video links, e-books etc.), **not just mentioned and general in nature** (be more specific and make the mapping). Also attach if there is a ppt used.*

**Project implementation instructions:**

1. Observe and look for a training / Training Eye in a certain institution and formulate problems related to the training and need to find a solution, is it by redesigning the training or is there a need to develop a new training?
2. Discuss the training to be redesigned or developed and perform the training development steps referring to the training development model.
3. Specify the development steps carried out in detail.
4. Make a project implementation plan/schedule in accordance with the development steps.
5. Determine the product/data generated in each of the steps above and how it is used for the next step (related).
6. The results of such developments are attached in full.
7. The final result is a comprehensive training design (outline of the training program) and ready to be implemented!
8. The products from the project work will be made into one and uploaded to the LMS
9. Project performance results will be presented to lecturers and friends to get feedback and project evaluation from lecturers.

GOOD WORK!



**PROJECT ASSESSMENT RUBRIC 3**

**"DESIGNING TRAINING"**

No	Assessment Aspects	Assessment Results		
		Good (Score 3)	Enough (Score 2)	Less (Score 1)
<b>Planning</b>				
1	Formulate problems related to training.			
2	Determining the exact solution of the error on training.			
3	Define the training development model to use			
4	Make a project implementation plan/schedule in accordance with the development steps.			
5	Determine sources relevant or related to training development			
<b>Implementation</b>				
6	Designing development steps that are carried out in detail based on the selected training model			
7	Define general objectives, descriptions of training, and training goals.			
8	Define training specific objectives and training topics and sub-topics.			
9	Determine the product/data generated at each step in the selected development model			
10	Design how the product/data is used at every step of development			
11	Designing training methods or strategies.			
12	Determine the training medium to be used.			
13	Designing evaluations on training appropriately			
<b>Product</b>				
14	Steps in designing training			
15	Completeness Outline of training content			
16	Completeness of data (methods and media) used			
<b>Project Reports</b>				
17	Report Systematics			
18	Project success rate			
19	Project presentation			
Number of earned scores				

$$\text{Nilai} = \frac{\text{Jumlah skor perolehan}}{57} \times 100\%$$

**Information:**

Score 3: very complete / very good / very thorough / very accurate

Score 2: done completely / well / sequence / accurately

Score 1: done incompletely / not good / inaccurate

#### WEIGHT OF ASSESSMENT

COMPONENT	WEIGHTS (%)
Task-1	15
Task-2	15
Task-3 ( <i>case based</i> )	20
UTS	20
UAS ( <i>project based</i> )	30

#### GRADUATION KITERIA

MASTERY RATE (%)	LETTER	NUMBER	INFORMATION
86 – 100	A	4	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	Haven't Graduated Yet
0 – 45	And	0	Haven't Graduated Yet

## ASSESSMENT SHEET ATTITUDES/PERSONALITIES

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

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

Information:

1= very lacking

2= less

3= enough

4= good

5= excellent

Jakarta.....

Assessment

Dr. Indina Tarjiah.  
TPJM Study Program S2 TP

