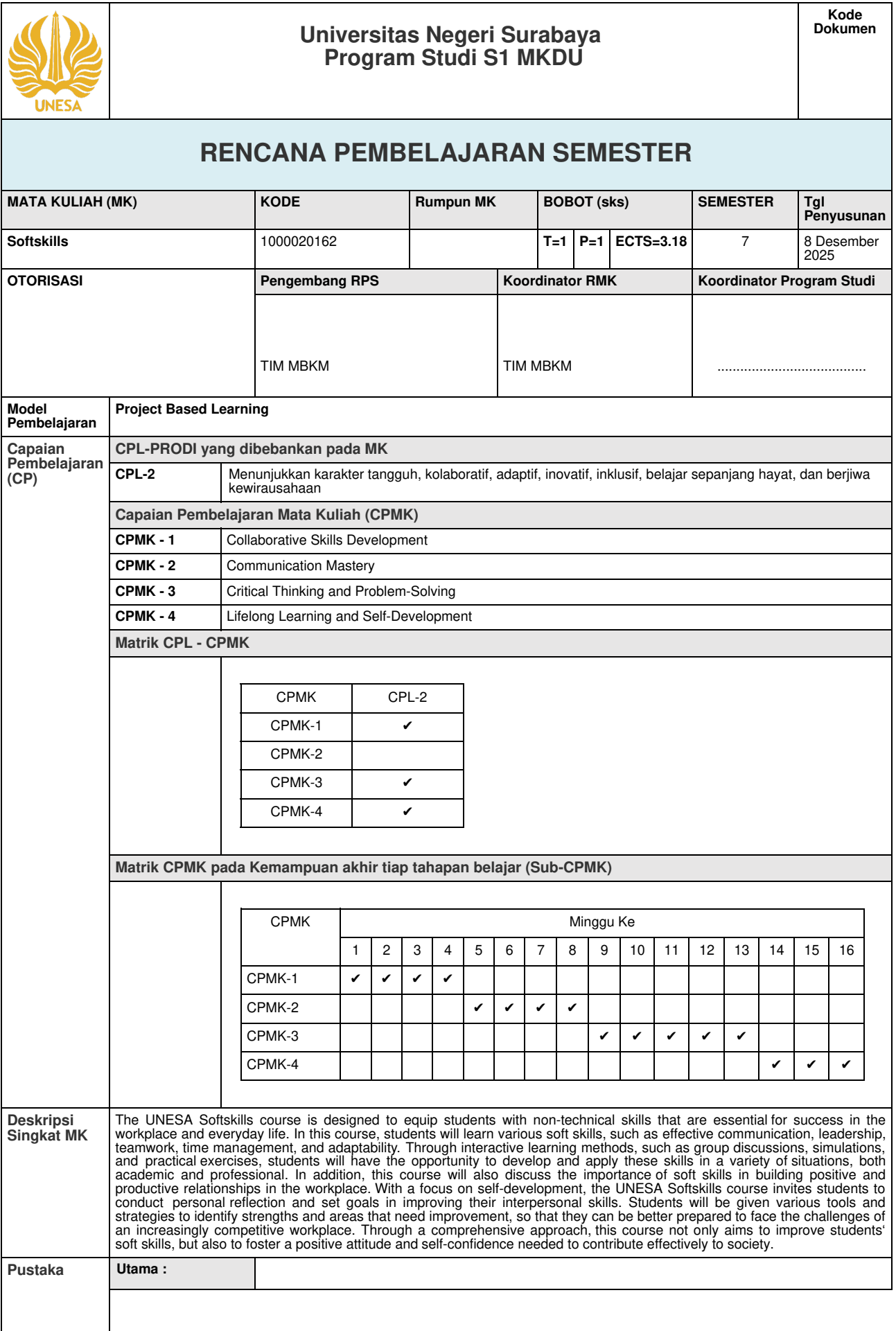




| <ol style="list-style-type: none"> <li>Goleman, D. (2020). Emotional intelligence: Why it can matter more than IQ (25th anniversary edition). Bloomsbury Publishing.</li> <li>Keltner, D. (2022). Awe: The new science of everyday wonder and how it can transform your life. Penguin Press.</li> <li>Bradberry, T., &amp; Greaves, J. (2021). Emotional intelligence 2.0. TalentSmart.</li> <li>Seppälä, E., &amp; Simon-Thomas, E. (2021). The happiness track: How to apply the science of happiness to accelerate your success. HarperOne.</li> <li>Sinek, S. (2020). The infinite game. Portfolio.</li> <li>Grant, A. (2021). Think again: The power of knowing what you don't know. Viking.</li> <li>Brown, B. (2021). Atlas of the heart: Mapping meaningful connection and the language of human experience. Random House.</li> <li>Carnegie, D. (2021). How to win friends and influence people in the digital age. Simon &amp; Schuster.</li> <li>Petriglieri, G. (2020). Inseparable: How family and work are connected in today's world. Harvard Business Review Press.</li> <li>Hymer, S. M., &amp; Dunne, A. (2021). Mindfulness-based cognitive therapy for emotional intelligence. WileyBlackwell.</li> <li>Friedman, S. D., &amp; Greenhaus, J. H. (2022). Work and Family - Allies or Enemies?: What Happens When Business Professionals Confront Their Personal Lives. Oxford University Press.</li> <li>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</li> <li>Woolf, P., &amp; Minford, P. (2020). The Impact of Soft Skills on College Students' Career Readiness. Journal of Career Development, 47(1), 39-53.</li> <li>Schwab, K. (2021). The Fourth Industrial Revolution. Crown Business.</li> <li>Baker, M. L., &amp; Baldwin, R. G. (2021). The Role of Soft Skills in Enhancing Student Learning and Success in Higher Education. Journal of College Student Development, 62(6), 684-697.</li> </ol> |                                                                                         |                                                                           |                                                                                                                                                            |                                                                                  |                                    |                                                                                                                                                                                                                                   |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                         |                                                                           |                                                                                                                                                            |                                                                                  |                                    |                                                                                                                                                                                                                                   |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                         | <ol style="list-style-type: none"> <li>Schoolar</li> <li>SINTA</li> </ol> |                                                                                                                                                            |                                                                                  |                                    |                                                                                                                                                                                                                                   |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                         |                                                                           |                                                                                                                                                            |                                                                                  |                                    |                                                                                                                                                                                                                                   |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                         | Penilaian                                                                 |                                                                                                                                                            | Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] |                                    | Materi Pembelajaran [Pustaka]                                                                                                                                                                                                     | Bobot Penilaian (%) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                         | Indikator                                                                 | Kriteria & Bentuk                                                                                                                                          | Luring (offline)                                                                 | Daring (online)                    |                                                                                                                                                                                                                                   |                     |
| (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | (2)                                                                                     | (3)                                                                       | (4)                                                                                                                                                        | (5)                                                                              | (6)                                | (7)                                                                                                                                                                                                                               | (8)                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students understand the importance of soft skills in academic and professional success. | Active engagement, response to questions                                  | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50                                               | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 3%                  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students understand the importance of soft skills in academic and professional success. | Active engagement, response to questions                                  | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50                                               | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 3%                  |

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|---|-----------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 3 | Students understand the importance of soft skills in academic and professional success. | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 3% |
| 4 | Students understand the importance of soft skills in academic and professional success. | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 3% |
| 5 | Students develop self-awareness regarding their strengths, challenges, and work habits. | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 3% |
| 6 | Students develop self-awareness regarding their strengths, challenges, and work habits. | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 3% |

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| 7  | Students develop self-awareness regarding their strengths, challenges, and work habits. | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 4%  |
| 8  | UTS                                                                                     | UTS                                      | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja                                                  | UTS<br>2 X 50                      | UTS<br>2 X 50                      | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 20% |
| 9  | Students apply critical thinking in analyzing research problems and making decisions.   | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 4%  |
| 10 | Students apply critical thinking in analyzing research problems and making decisions.   | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 4%  |

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| 11 | Students improve academic communication—speaking and writing formally and clearly. | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 4% |
| 12 | Students develop effective problem-solving and adaptability skills                 | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 4% |
| 13 | Students develop effective problem-solving and adaptability skills                 | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 4% |
| 14 | Students build confidence in presenting their ideas and research progress.         | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 4% |

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| 15 | Students conduct a reflective review of their soft skills growth during the course. | Active engagement, response to questions | <b>Kriteria:</b><br>Understand, Active engagement, response to questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Lecture, open discussion<br>2 X 50 | Lecture, open discussion<br>2 X 50 | <b>Materi:</b> Skills Matter in Final Projects<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i> | 4%  |
| 16 | UAS                                                                                 | UAS                                      | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja                                                  | UAS<br>2 X 50                      | UAS<br>2 X 50                      | <b>Materi:</b> All Materials<br><b>Pustaka:</b><br><i>Bento, R. F., &amp; Mura, P. (2021). Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork. Wiley.</i>                   | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi               | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipatif | 50%        |
| 2. | Praktik / Unjuk Kerja  | 50%        |
|    |                        | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

