



Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Pendidikan Bahasa Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | SEMESTER | Tgl Penyusunan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Pronunciation Practice | 8820302170 | Mata Kuliah Wajib Program Studi | T=2 P=0 ECTS=3.18 | 1 | 22 Agustus 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | Koordinator Program Studi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Zainul Aminin | | Abdur Rosyid S.Pd. Mtesol | | Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model Pembelajaran | Case Study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 1 | Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 | Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 | Demonstrating English pronunciation used in daily conversation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 4 | Making use of learning materials and IT to support teaching and learning process of English pronunciation subject. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Matrik CPL - CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> <tr><td>CPMK-3</td></tr> <tr><td>CPMK-4</td></tr> </table> | CPMK | CPMK-1 | CPMK-2 | CPMK-3 | CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>CPMK-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | CPMK | Minggu Ke | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | | | | | | | | | | | | | | | | | CPMK-2 | | | | | | | | | | | | | | | | | CPMK-3 | | | | | | | | | | | | | | | | | CPMK-4 | | | | | | | | | | | | | | | | | | | | |
| CPMK | Minggu Ke | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deskripsi Singkat MK | Pronunciation involves more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English. This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, sentences, and paragraphs in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, practice, small group discussion, and self-directed learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pustaka | Utama : | <ol style="list-style-type: none"> 1. (1) Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press. 2. (2) Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents. 3. O'Connor, J.D. (1980). Better English Pronunciation (2nd ed.). Cambridge: Cambridge University Press. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Pendukung : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dosen Pengampu | | Asrori, S.S., M.Pd. Zainul Aminin, S.Pd., M.Pd. Abdur Rosyid, S.Pd., M.TESOL. Sueb, S.Pd., M.Pd. Ephrilia Noor Fitriana, S.Hum., M.Hum. | | | | | |
|-----------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 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 | To show understanding of the problems in pronunciation | 1.To explain the problems in pronunciation 2.To give examples of the problems in pronunciation | Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, Discussion, Question-Answer 2 X 50 | | Materi: Problems in pronunciation: letters, sounds, sound-groups, words, utterances Pustaka: (2) <i>Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.</i> | 2% |
| 2 | To examine how speech organs work in English | To identify how speech organs work in English | Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, Discussion, Question-Answer 2 X 50 | | | 2% |
| 3 | To use correct pronunciation of friction consonants | To demonstrate the correct pronunciation of friction consonants | Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Demonstration, Drilling, Discussion, Question-Answer 2 X 50 | | Materi: Simple vowels: /i:, ɪ, e, æ, ʌ, ɑ:, ɒ, ɔ:, ʊ, u:, ɜ:, ə/ Pustaka: (1) <i>Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press.</i> | 2% |
| 4 | To use correct pronunciation of friction consonants | To demonstrate the correct pronunciation of friction consonants | Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Demonstration, Drilling, Discussion, Question-Answer 2 X 50 | | Materi: Simple vowels: /i:, ɪ, e, æ, ʌ, ɑ:, ɒ, ɔ:, ʊ, u:, ɜ:, ə/ Pustaka: (1) <i>Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press.</i> | 2% |

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| 5 | To use correct pronunciation of stop consonants | To demonstrate the correct pronunciation of stop consonants | Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Demonstration, Drilling, Discussion, Question- Answer, Quiz 1 2 X 50 | | | 3% |
| 6 | To use correct pronunciation of stop consonants | To demonstrate the correct pronunciation of stop consonants | Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Demonstration, Drilling, Discussion, Question- Answer 2 X 50 | | Materi: Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, uə/ Pustaka: (1) <i>Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press.</i> | 3% |
| 7 | To use correct pronunciation of stop consonants | To demonstrate the correct pronunciation of stop consonants | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Demonstration, Drilling, Discussion, Question- Answer 2 X 50 | | Materi: Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, uə/ Pustaka: (1) <i>Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press.</i> | 3% |
| 8 | Mid-Term Test | To demonstrate the correct pronunciation of words, phrases, and sentences consisting of consonant sounds | Kriteria: Rubric Bentuk Penilaian : Praktik / Unjuk Kerja, Tes | 2 X 50 | | | 20% |
| 9 | To use correct pronunciation of stop consonants | To demonstrate the correct pronunciation of stop consonants | Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Demonstration, Drilling, Discussion, Question- Answer 2 X 50 | | Materi: Stop consonants: /p, b, t, d, k, g, ʃ, dʒ/ Pustaka: (1) <i>Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press.</i> | 0% |

| | | | | | | | |
|----|-----------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 10 | To use correct pronunciation of stop consonants | To demonstrate the correct pronunciation of stop consonants | Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Demonstration, Drilling, Discussion, Question-Answer 2 X 50 | | Materi: Stop consonants: /p, b, t, d, k, g, ŋ, dʒ/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press. | 3% |
| 11 | To use correct pronunciation of friction consonants | To demonstrate the correct pronunciation of friction consonants | Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Demonstration, Drilling, Discussion, Question-Answer 2 X 50 | | Materi: Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press. | 0% |
| 12 | To use correct pronunciation of friction consonants | To demonstrate the correct pronunciation of friction consonants | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Demonstration, Drilling, Discussion, Question-Answer 2 X 50 | | Materi: Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press. | 3% |

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|----|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--|--|-----|
| 13 | To show understanding of stressed and unstressed syllables | <ol style="list-style-type: none"> To explain stressed and unstressed syllables To give examples of stressed and unstressed syllables To demonstrate the correct pronunciation of stressed and unstressed syllables To explain weak and strong forms of words To give examples of weak and strong forms of words To demonstrate the correct pronunciation of weak and strong forms of words | Kriteria: Rubric Bentuk Penilaian : Aktifitas Partisipasif | Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50 | | | 5% |
| 14 | To show understanding of rhythm units To use correct pronunciation of rhythm units | To explain rhythm units • To give examples of rhythm units To demonstrate the correct pronunciation of rhythm units | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | 2 X 50 | | | 6% |
| 15 | To show understanding of tune shapes To use correct pronunciation of tune shapes | <ol style="list-style-type: none"> To explain tune shapes To give examples of tune shapes To demonstrate the correct pronunciation of tune shapes | Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio | Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50 | | | 6% |
| 16 | To show understanding of tune shapes To use correct pronunciation of tune shapes | To pronounce vowels and diphthongs | Bentuk Penilaian : Tes | Question-Answer 2 X 50 | | | 40% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif | 20.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 2% |
| 3. | Penilaian Portofolio | 5% |
| 4. | Praktik / Unjuk Kerja | 22.5% |
| 5. | Tes | 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.

4. **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.
5. **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.
6. **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.
7. **Bentuk penilaian:** tes dan non-tes.
8. **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.
9. **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.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.