



Universitas Negeri Surabaya
Fakultas Matematika dan Ilmu Pengetahuan Alam
Program Studi S1 Pendidikan Fisika

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Multimedia | 8420302143 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 6 | 27 Desember 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | | Koordinator Program Studi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Abdul Kholiq, M.Si. | | Drs. Imam Sucahyo, M.Si | | | Mita Anggaryani, M.Pd., Ph.D. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model Pembelajaran | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 1 | Menjelaskan konsep multimedia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 | Menganalisis penerapan multimedia dalam pembelajaran | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 | Mendeskripsikan multimedia interaktif dalam pembelajaran | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 4 | Mendeskripsikan metodologi dalam pengembangan multimedia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 5 | Membuat video pembelajaran | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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> <tr><td>CPMK-5</td></tr> </table> | | | | | | CPMK | CPMK-1 | CPMK-2 | CPMK-3 | CPMK-4 | CPMK-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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> <tr><td>CPMK-5</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-5 | | | | | | | | | | | | | | | | |
| 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-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deskripsi Singkat MK | Mata kuliah ini merupakan mata kuliah yang merancang dan mengembangkan penggunaan komputer untuk menyajikan dan menggabungkan teks, suara, gambar, animasi, audio dan video dengan alat bantu (tool) dan koneksi (link) sehingga pengguna dapat melakukan navigasi, berinteraksi, berkarya dan berkomunikasi yang sering digunakan dalam dunia informatika. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pustaka | Utama : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Mulyana I, Prajuhana A P, Iqbal M S, 2019, desain Grafis dan Multimedia: Teori dan Implementasi, Bogor: LPPM Universitas Pakuan. 2. Suyanto M, 2005, Multimedia: Alat untuk Meningkatkan Keunggulan Bersaing, Yogyakarta: Andi Offset 3. Munir, M. (2012). Multimedia konsep & aplikasi dalam pendidikan. Bandung: Alfabeta. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Pendukung : | | | | | |
|-----------------------|--|---|--|--|-----------------|---|---------------------|
| | | <ol style="list-style-type: none"> 1. Hasanah, A. R., Salam, M. A., & Mahtari, S. (2019, February). Developing the interactive multimedia in physics learning. In Journal of Physics: Conference Series (Vol. 1171, No. 1, p. 012019). IOP Publishing. 2. Muller, D. A. (2008). Designing effective multimedia for physics education. Sydney: University of Sydney. 3. Shermuhammedov, A. A., Mustafakulov, A. A., & Mamatkulov, B. H. (2021). Multimedia In The Teaching Of Physics Use. Conferencea, 105-108. 4. Girwidz, R., & Kohnle, A. (2022). Multimedia and Digital Media in Physics Instruction. In Physics Education (pp. 297-336). Cham: Springer International Publishing. 5. Qi, D., Zhang, S., Yang, C., He, Y., Cao, F., Yao, J., ... & Wang, L. V. (2020). Single-shot compressed ultrafast photography: a review. Advanced Photonics, 2(1), 014003-014003. 6. Abdulloh, R. (2016). Easy & Simple-Web Programming. Elex Media Komputindo. | | | | | |
| Dosen Pengampu | | Drs. Imam Suchahyo, M.Si. Abd. Kholiq, S.Pd., M.T. Mita Anggaryani, M.Pd., Ph.D. Dr. Muhammad Satriawan, M.Pd. Utama Alan Deta, S.Pd., M.Pd., M.Si. Muhammad Habibulloh, M.Pd. Dr. Oka Saputra, M.Pd | | | | | |
| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk 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 | Menjelaskan konsep dasar multimedia | <ol style="list-style-type: none"> 1. Mendeskripsikan pengertian multimedia 2. Terampil dalam menganalisis teknik pengambilan foto 3. Kehadiran tepat waktu 4. Pengumpulan tugas tepat waktu | Bentuk Penilaian : Aktifitas Partisipasif | Small Group Discussion 2 x 50' | | Materi: Konsep dasar multimedia Pustaka: Munir, M. (2012). <i>Multimedia konsep & aplikasi dalam pendidikan</i> . Bandung: Alfabeta. | 5% |
| 2 | Menganalisis penerapan multimedia dalam pembelajaran | <ol style="list-style-type: none"> 1. Menjelaskan karakteristik multimedia dalam pembelajaran fisika 2. Menganalisis penggunaan multimedia interaktif dalam pembelajaran fisika 3. Kehadiran tepat waktu 4. Pengumpulan tugas tepat waktu | Kriteria: Non tes Bentuk Penilaian : Aktifitas Partisipasif | Small Group Discussion 2 x 50' | | Materi: Konsep dasar multimedia Pustaka: Munir, M. (2012). <i>Multimedia konsep & aplikasi dalam pendidikan</i> . Bandung: Alfabeta. | 5% |
| 3 | Mendeskripsikan multimedia interaktif dalam pembelajaran | <ol style="list-style-type: none"> 1. Menjelaskan pengertian multimedia interaktif 2. Menganalisis dampak penggunaan multimedia interaktif dalam pembelajaran fisika 3. Kehadiran tepat waktu 4. Pengumpulan tugas tepat waktu | Kriteria: Non tes Bentuk Penilaian : Aktifitas Partisipasif | Small Group Discussion 2 x 50' | | Materi: Konsep dasar multimedia Pustaka: Munir, M. (2012). <i>Multimedia konsep & aplikasi dalam pendidikan</i> . Bandung: Alfabeta. | 5% |

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| 4 | Mendeskripsikan metodologi dalam pengembangan multimedia | <ol style="list-style-type: none"> 1. Mendeskripsikan tahapan pengembangan multimedia 2. Menganalisis permasalahan dalam pengembangan multimedia 3. Kehadiran tepat waktu 4. Pengumpulan tugas tepat waktu | Kriteria: Non tes Bentuk Penilaian : Aktifitas Partisipasif | Small Group Discussion 2 x 50' | | Materi: Konsep dasar multimedia Pustaka: Munir, M. (2012). <i>Multimedia konsep & aplikasi dalam pendidikan</i> . Bandung: Alfabeta. | 5% |
| 5 | Membuat video pembelajaran | <ol style="list-style-type: none"> 1. Menjelaskan teknik dasar pengambilan gambar video 2. Terampil dalam mengambil gambar video (Shooting) 3. Kehadiran tepat waktu 4. Pengumpulan tugas tepat waktu | Kriteria: Non tes Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Small Group Discussion, simulasi 2 x 50' | | Materi: Konsep dasar multimedia Pustaka: Munir, M. (2012). <i>Multimedia konsep & aplikasi dalam pendidikan</i> . Bandung: Alfabeta. Materi: Dasar-dasar pembuatan video pembelajaran Pustaka: Mulyana I, Prajuhana A P, Iqbal M S, 2019, <i>desain Grafis dan Multimedia: Teori dan Implementasi</i> , Bogor: LPPM Universitas Pakuan. | 5% |
| 6 | Membuat video pembelajaran | <ol style="list-style-type: none"> 1. Menghasilkan script pembelajaran untuk pembuatan video 2. Menghasilkan video pembelajaran fisika yang berkualitas | Kriteria: Non tes Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Team based project, workshop 2 x 50' | | Materi: Dasar-dasar pembuatan video pembelajaran Pustaka: Mulyana I, Prajuhana A P, Iqbal M S, 2019, <i>desain Grafis dan Multimedia: Teori dan Implementasi</i> , Bogor: LPPM Universitas Pakuan. | 5% |
| 7 | Membuat video pembelajaran | <ol style="list-style-type: none"> 1. Menghasilkan script pembelajaran untuk pembuatan video 2. Menghasilkan video pembelajaran fisika yang berkualitas | Kriteria: Non tes Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Team based project, workshop 2 x 50' | | Materi: Dasar-dasar pembuatan video pembelajaran Pustaka: Mulyana I, Prajuhana A P, Iqbal M S, 2019, <i>desain Grafis dan Multimedia: Teori dan Implementasi</i> , Bogor: LPPM Universitas Pakuan. | 5% |

| | | | | | | | |
|----|--|--|--|--|------------------------|--|-----|
| 8 | Membuat video pembelajaran | Menghasilkan video pembelajaran fisika yang berkualitas | Kriteria: UTS Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Team based project, presentasi hasil project 2 x 50' | | Materi: Dasar-dasar pembuatan video pembelajaran Pustaka: <i>Mulyana I, Prajuhana A P, Iqbal M S, 2019, desain Grafis dan Multimedia: Teori dan Implementasi, Bogor: LPPM Universitas Pakuan.</i> | 15% |
| 9 | Terampil memperbaiki dan memanipulasi gambar video (video editing) | Terampil memperbaiki dan memanipulasi gambar video (video editing) | Kriteria: Non tes Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Team based project 2 x 50' | | Materi: Editing Video Pustaka: <i>Mulyana I, Prajuhana A P, Iqbal M S, 2019, desain Grafis dan Multimedia: Teori dan Implementasi, Bogor: LPPM Universitas Pakuan.</i> | 0% |
| 10 | Terampil memperbaiki dan memanipulasi gambar video (video editing) | Menghasilkan video hasil editing yang berkualitas | Kriteria: Non tes Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Team based project 2 x 50' | | Materi: Editing Video Pustaka: <i>Mulyana I, Prajuhana A P, Iqbal M S, 2019, desain Grafis dan Multimedia: Teori dan Implementasi, Bogor: LPPM Universitas Pakuan.</i> | 5% |
| 11 | Terampil memperbaiki dan memanipulasi gambar video (video editing) | Menghasilkan video hasil editing yang berkualitas | Kriteria: Non tes Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Team based project, workshop 2 x 50' | | Materi: Editing Video Pustaka: <i>Mulyana I, Prajuhana A P, Iqbal M S, 2019, desain Grafis dan Multimedia: Teori dan Implementasi, Bogor: LPPM Universitas Pakuan.</i> | 5% |
| 12 | Menelaah teknik dasar pembuatan web | 1.Mampu mendeskripsikan teknik dasar pembuatan web 2.Mampu menjelaskan tahapan dalam pembuatan teknik dasar pembuatan web 3.Kehadiran tepat waktu 4.Keaktifan selama pembelajaran | Kriteria: Non tes Bentuk Penilaian : Aktifitas Partisipasif | Small group discussion 2 x 50' | Small group discussion | Materi: Dasar-dasar pembuatan web Pustaka: <i>Abdulloh, R. (2016). Easy & Simple-Web Programming. Elex Media Komputindo.</i> | 5% |

| | | | | | | | |
|----|-------------------------------------|--|--|---|----------------------------------|---|-----|
| 13 | Menelaah teknik dasar pembuatan web | 1.Mampu mendeskripsikan teknik dasar pembuatan web 2.Mampu menjelaskan tahapan dalam pembuatan teknik dasar pembuatan web 3.Kehadiran tepat waktu 4.Keaktifan selama pembelajaran | Kriteria: Non tes Bentuk Penilaian : Aktifitas Partisipasif | Small group discussion, simulasi 2 x 50' | Small group discussion, simulasi | Materi: Dasar-dasar pembuatan web Pustaka: <i>Abdulloh, R. (2016). Easy & Simple-Web Programming. Elex Media Komputindo.</i> | 5% |
| 14 | Membuat web pembelajaran fisika SMA | Mampu menghasilkan website pembelajaran fisika yang menarik | Kriteria: Non tes Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Team based project 2 x 50' | Team based project | Materi: Dasar-dasar pembuatan web Pustaka: <i>Abdulloh, R. (2016). Easy & Simple-Web Programming. Elex Media Komputindo.</i> | 5% |
| 15 | Membuat web pembelajaran fisika SMA | Mampu menghasilkan website pembelajaran fisika yang menarik | Kriteria: Non tes Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Team based project, workshop 2 x 50' | Team based project, workshop | Materi: Dasar-dasar pembuatan web Pustaka: <i>Abdulloh, R. (2016). Easy & Simple-Web Programming. Elex Media Komputindo.</i> | 5% |
| 16 | Membuat web pembelajaran fisika SMA | Mampu menghasilkan website pembelajaran fisika yang menarik | Kriteria: UAS Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Team based project 2 x 50' | Team based project | Materi: Dasar-dasar pembuatan web Pustaka: <i>Abdulloh, R. (2016). Easy & Simple-Web Programming. Elex Media Komputindo.</i> | 20% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipasif | 35% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 62.5% |
| 3. | Praktik / Unjuk Kerja | 2.5% |
| | | 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 studinya 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.

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.

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Koordinator Program Studi S1
Pendidikan Fisika



Mita Anggaryani, M.Pd., Ph.D.
NIDN 0002028201

UPM Program Studi S1
Pendidikan Fisika



NIDN

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