

|  | <div> <div>Universitas Negeri Surabaya</div> <div>Fakultas PSDKU</div> <div>Program Studi S1 Pendidikan Jasmani, Kesehatan, dan Rekreasi</div> <div>(Kampus Kabupaten Magetan)</div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                    |                 |     |           |                           | Kode Dokumen     |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----|-----------|---------------------------|------------------|------|-------|-------|--------|----|----|--------|----|----|--------|-----------|---|--------|--|---|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|---|---|---|---|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|---|---|---|---|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|
|                                                                                   | <div>RENCANA PEMBELAJARAN SEMESTER</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Rumpun MK                                                                                                                                                                                                                                                                          | BOBOT (sks)     |     |           | SEMESTER                  | Tgl Penyusunan   |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| PLP-Manajemen Sekolah                                                             | 1000002049                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                    | T=2             | P=0 | ECTS=3.18 | 6                         | 14 Desember 2025 |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                    | Koordinator RMK |     |           | Koordinator Program Studi |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | TIM MBKM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    | TIM MBKM        |     |           | FUAD NOOR HEZA            |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Model Pembelajaran                                                                | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                    |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                    |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                                                                              |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPL-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                                                                                         |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Memahami dan menerapkan konsep manajemen sekolah dalam mengelola sumber daya dan fasilitas pendidikan di lingkungan sekolah. (C2, C3)                                                                                                                                              |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mampu mengorganisir tim dan menunjukkan sikap profesional, etis, dan kolaboratif dalam berinteraksi dengan pemangku kepentingan sekolah, termasuk guru, kepala sekolah, dan staf administrasi (A4)                                                                                 |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Menilai dan mengembangkan keterampilan kepemimpinan dan inovasi dalam merencanakan dan melaksanakan program pendidikan di sekolah (C5)                                                                                                                                             |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Memiliki dan mampu merespons keterampilan berpikir kritis dan sistematis dalam merencanakan, melaksanakan, dan mengevaluasi program sekolah untuk meningkatkan efektivitas manajemen pendidikan. (A2)                                                                              |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                    |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <table border="1"> <tr> <th>CPMK</th> <th>CPL-1</th> <th>CPL-2</th> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-4</td> <td></td> <td>✓</td> </tr> </table> |                 |     |           |                           |                  | CPMK | CPL-1 | CPL-2 | CPMK-1 | ✓  |    | CPMK-2 |    | ✓  | CPMK-3 |           | ✓ | CPMK-4 |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | CPL-1                                                                                                                                                                                                                                                                              | CPL-2           |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ✓                                                                                                                                                                                                                                                                                  |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ✓                                                                                                                                                                                                                                                                                  |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ✓                                                                                                                                                                                                                                                                                  |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-4                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ✓                                                                                                                                                                                                                                                                                  |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                    |                 |     |           |                           |                  |      |       |       |        |    |    |        |    |    |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | <table border="1"> <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> <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> </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                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                    |                 |     |           |                           |                  |      |       |       |        |    | ✓  | ✓      | ✓  | ✓  |        |           |   |        |  |   |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |

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|----------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| Deskripsi Singkat MK |  | Magang Pengajaran Siswa - Manajemen Sekolah adalah mata kuliah yang dirancang untuk memberikan pengalaman langsung kepada calon guru dalam mengelola lingkungan sekolah. Mata kuliah ini memberikan kesempatan kepada mahasiswa untuk berpartisipasi dalam berbagai aspek manajemen sekolah, seperti merencanakan kegiatan pengajaran dan pembelajaran, mengelola sumber daya sekolah, hingga mengambil keputusan strategis yang berdampak pada seluruh sistem pendidikan. Mahasiswa juga diundang untuk berinteraksi dengan berbagai pemangku kepentingan, mulai dari kepala sekolah, guru senior, hingga staf administrasi, sehingga mereka memahami dinamika manajemen sekolah secara lebih komprehensif. Dalam pelaksanaannya, mahasiswa ditempatkan di sekolah mitra untuk menjalani praktik lapangan. Mereka tidak hanya bertanggung jawab mengelola kelas, tetapi juga terlibat dalam proses manajemen sekolah secara keseluruhan, seperti penyusunan anggaran, pengelolaan fasilitas, dan pengembangan program ekstrakurikuler. Melalui program ini, siswa diharapkan mengembangkan keterampilan kepemimpinan, komunikasi, dan pemecahan masalah yang diperlukan dalam peran sebagai manajer pendidikan. Pengalaman langsung ini merupakan dasar penting dalam mempersiapkan mereka untuk peran di bidang pendidikan, baik sebagai guru maupun sebagai administrator sekolah di masa depan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |  |
| Pustaka              |  | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |  |
|                      |  | <div>1. Kelly, H. (2023). School Leaders Matter: Unlocking Success through Leadership. Bloomsbury Publishing.</div> <div>2. Renton, N. (2023). New School Leader: What Now?. Routledge.</div> <div>3. Morrish, A. (2022). The Authentic Leader: Leading with Integrity and Purpose. Bloomsbury Publishing.</div> <div>4. Kingsley, A. (2023). My School &amp; Multi Academy Trust Growth Guide. Bloomsbury Publishing.</div> <div>5. Munby, S., &amp; Bretherton, M.-C. (2022). Imperfect Leadership in Action: A Practical Guide for School Leaders. Bloomsbury Publishing.</div> <div>6. Kara, B., &amp; Wilson, H. (2022). Diverse Educators: A Manifesto for Inclusion and Equality in Education. Routledge.</div> <div>7. Carlisle, J. L. (2024). Women Navigating Educational Leadership: A Qualitative Study of Leadership in Schools. Bloomsbury Publishing.</div> <div>8. Lim-Borabo, M. (2021). Teaching Internship: A Practical Guide for Teacher Educators and Interns. National Bookstore.</div> <div>9. Berg, J. H., &amp; Knapper, C. K. (2021). Effective School Management through Student Teaching Internships: Strategies for Success. Journal of Educational Leadership, 45(3), 180-192.</div> <div>10. Griffin, G., &amp; Bostrom, J. (2022). The Role of Student Internships in Preparing Future School Leaders. International Journal of Educational Management, 34(6), 789-802.</div> <div>11. Miller, L. J., &amp; Harris, E. S. (2021). Student Teaching and School Administration: Creating Effective Partnerships for Future Educators. Journal of School Administration, 38(2), 105-119.</div> <div>12. Parker, A. M., &amp; Allen, R. D. (2021). Exploring the Impact of Student Teaching Internships on School Leadership Development. Journal of Teacher Education, 72(1), 76-89.</div> <div>13. Reynolds, J. L., &amp; Fox, R. D. (2022). The Influence of Student Internships on School Leadership Skills Development. Educational Leadership Review, 41(3), 203-214.</div> <div>14. Hernandez, J. C., &amp; Meyers, P. L. (2021). Managing Student Teaching Internships for Leadership Preparation: A Case Study. Journal of Educational Administration, 58(4), 234-249.</div> <div>15. Thompson, D. M., &amp; Fletcher, M. G. (2022). School Management Internships: A Framework for Bridging Classroom Experience and Leadership Practice. Journal of School Leadership, 31(7), 324-338.</div> <div>16. Bryant, H. J., &amp; Walker, K. (2021). Developing Educational Leadership through Internship Programs in Schools. Journal of Educational Research and Development, 40(2), 233-245.</div> <div>17. Zhou, X., &amp; Hwang, J. (2022). Best Practices in School Management Internship Programs for Teacher Preparation. International Journal of Teacher Education, 30(1), 89-102.</div> <div>18. Keller, R. L., &amp; Hughes, W. R. (2021). Examining the Role of Internships in School Management: A Comprehensive Analysis. Journal of Educational Leadership and Administration, 57(5), 458-472.</div> |  |  |  |  |  |
|                      |  | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |  |  |
|                      |  | <div>1. Schoolar</div> <div>2. SINTA</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  |  |  |
| Dosen Pengampu       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  |  |

| 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      | Mampu menjelaskan visi, misi, dan tujuan unit pendidikan secara mandiri dan bertanggung jawab | Mampu mengidentifikasi VMTS di unit pendidikan<br>Mampu menjelaskan VMTS di unit pendidikan | <b>Kriteria:</b><br>Ketepatan hasil identifikasi VMTS di unit pendidikan<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Identifikasi dan Deskripsi VMTS di unit pendidikan<br>2 x 50                     | Identifikasi dan Deskripsi VMTS di unit pendidikan<br>2 x 50 | <b>Materi:</b><br>developing educational leadership through internship programs in school<br><b>Pustaka:</b><br>Bryant, H. J., & Walker, K. (2021). Developing Educational Leadership through Internship Programs in Schools. Journal of Educational Research and Development, 40(2), 233-245. | 3%                  |

|   |                                                                                                                                   |                                                                         |                                                                                                                                                                         |                                                                                 |                                                                                 |                                                                                                                                                                                                                                                                                                         |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | Mampu menggambarkan data tentang siswa, pendidik, dan tenaga kependidikan di unit pendidikan secara mandiri dan bertanggung jawab | Mampu mengidentifikasi dokumen RKS/RKAS di unit pendidikan              | <b>Kriteria:</b><br>Ketepatan hasil identifikasi dokumen RKS/RKAS di unit pendidikan<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                         | Penyusunan Deskripsi Data untuk Siswa, Pendidik, dan Tenaga Kependidikan 2 x 50 | Penyusunan Deskripsi Data untuk Siswa, Pendidik, dan Tenaga Kependidikan 2 x 50 | <b>Materi:</b><br>examining the role of internship in school management<br><b>Pustaka:</b><br><i>Keller, R. L., &amp; Hughes, W. R. (2021). Examining the Role of Internships in School Management: A Comprehensive Analysis. Journal of Educational Leadership and Administration, 57(5), 458-472.</i> | 3% |
| 3 | Mampu menggambarkan data tentang siswa, pendidik, dan tenaga kependidikan di unit pendidikan secara mandiri dan bertanggung jawab | Mampu menggambarkan data tentang tenaga kependidikan di unit pendidikan | <b>Kriteria:</b><br>Clarity in describing data on educational staff in educational units<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Penyusunan Deskripsi Data untuk Siswa, Pendidik, dan Tenaga Kependidikan 2 x 50 | Penyusunan Deskripsi Data untuk Siswa, Pendidik, dan Tenaga Kependidikan 2 x 50 | <b>Materi:</b><br>exploring the impact of student teaching internship on school leadership<br><b>Pustaka:</b><br><i>Parker, A. M., &amp; Allen, R. D. (2021). Exploring the Impact of Student Teaching Internships on School Leadership Development. Journal of Teacher Education, 72(1), 76-89.</i>    | 3% |
| 4 | pemahaman terkait manajemen sekolah                                                                                               | mahasiswa mampu memahami manajemen sekolah                              | <b>Kriteria:</b><br>mahasiswa mampu memahami manajemen sekolah<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                           | diskusi, pertanyaan dan jawaban 2 x 50                                          | diskusi, pertanyaan dan jawaban 2 x 50                                          | <b>Materi:</b> the influence of student internship on school leadership skills development<br><b>Pustaka:</b><br><i>Reynolds, J. L., &amp; Fox, R. D. (2022). The Influence of Student Internships on School Leadership Skills Development. Educational Leadership Review, 41(3), 203-214.</i>          | 3% |

|   |                               |                                                   |                                                                                                                                                                             |                             |                             |                                                                                                                                                                                                                                                                                        |     |
|---|-------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 5 | meningkatkan kualitas sekolah | Mahasiswa yang aktif berpartisipasi dalam diskusi | <b>Kriteria:</b><br>Siswa yang aktif berpartisipasi dalam diskusi<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk    | diskusi<br>2x 50            | diskusi<br>2 x 50           | <b>Materi:</b> women navigating educational leadership<br><b>Pustaka:</b><br><i>Carlisle, J. L. (2024). Women Navigating Educational Leadership: A Qualitative Study of Leadership in Schools. Bloomsbury Publishing.</i>                                                              | 3%  |
| 6 | meningkatkan kualitas sekolah | Siswa yang aktif berpartisipasi dalam diskusi     | <b>Kriteria:</b><br>Students actively involved in discussions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk        | diskusi<br>2x 50            | diskusi<br>2 x 50           | <b>Materi:</b><br>improving the quality of institutions<br><b>Pustaka:</b> Kara, B., & Wilson, H. (2022). <i>Diverse Educators: A Manifesto for Inclusion and Equality in Education. Routledge.</i>                                                                                    | 3%  |
| 7 | meningkatkan kualitas sekolah | Students actively involved in discussions         | <b>Kriteria:</b><br>Siswa yang aktif berpartisipasi dalam diskusi<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk    | diskusi<br>2x 50            | diskusi<br>2 x 50           | <b>Materi:</b><br>improving the quality of institutions<br><b>Pustaka:</b> Kara, B., & Wilson, H. (2022). <i>Diverse Educators: A Manifesto for Inclusion and Equality in Education. Routledge.</i>                                                                                    | 4%  |
| 8 | UTS                           | UTS                                               | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                                              | UTS<br>2 x 50               | UTS                         | <b>Materi:</b><br>educators and education<br><b>Pustaka:</b> Lim-Borabo, M. (2021). <i>Teaching Internship: A Practical Guide for Teacher Educators and Interns. National Bookstore.</i>                                                                                               | 20% |
| 9 | manajemen sekolah             | manajemen sekolah                                 | <b>Kriteria:</b><br>Nilai sempurna akan diperoleh jika Anda menjawab semua soal dengan benar<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | tugas dan latihan<br>2 x 50 | tugas dan latihan<br>2 x 50 | <b>Materi:</b> The foundation of thinking and implementation of lifelong education<br><b>Pustaka:</b><br><i>Reynolds, J. L., &amp; Fox, R. D. (2022). The Influence of Student Internships on School Leadership Skills Development. Educational Leadership Review, 41(3), 203-214.</i> | 4%  |

|    |                                                       |                                      |                                                                                                                                                                 |                         |                               |                                                                                                                                                                                                                                                                  |    |
|----|-------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 10 | Identifikasi kebutuhan belajar siswa dalam pendidikan | Siswa mampu memandu kegiatan diskusi | <b>Kriteria:</b><br>Siswa mampu memandu kegiatan diskusi<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | diskusi<br>2 x 50       | diskusi<br>2 x 50             | <b>Materi:</b><br>classroom management<br><b>Pustaka:</b><br>Miller, L. J., & Harris, E. S. (2021). <i>Student Teaching and School Administration: Creating Effective Partnerships for Future Educators. Journal of School Administration, 38(2), 105-119.</i>   | 4% |
| 11 | Identifikasi kebutuhan belajar siswa dalam pendidikan | Siswa mampu memandu kegiatan diskusi | <b>Kriteria:</b><br>Siswa mampu memandu kegiatan diskusi<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | diskusi<br>2 x 50       | diskusi<br>2 x 50             | <b>Materi:</b><br>classroom management<br><b>Pustaka:</b><br>Miller, L. J., & Harris, E. S. (2021). <i>Student Teaching and School Administration: Creating Effective Partnerships for Future Educators. Journal of School Administration, 38(2), 105-119.</i>   | 4% |
| 12 | able to condition the class well                      | pemahaman dan praktek                | <b>Kriteria:</b><br>pemahaman dan praktek<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                | diskusi praktek<br>2x50 | diskusi dan praktek<br>2 x 50 | <b>Materi:</b><br>classroom conditioning<br><b>Pustaka:</b><br>Miller, L. J., & Harris, E. S. (2021). <i>Student Teaching and School Administration: Creating Effective Partnerships for Future Educators. Journal of School Administration, 38(2), 105-119.</i> | 4% |
| 13 | manajemen kurikulum                                   | Siswa mampu merencanakan kegiatan    | <b>Kriteria:</b><br>Students are able to plan activities<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | diskusi<br>2x 50        | diskusi<br>2 x 50             | <b>Materi:</b> diverse educators a manifesto for inclusion and equality in education<br><b>Pustaka:</b> Kara, B., & Wilson, H. (2022). <i>Diverse Educators: A Manifesto for Inclusion and Equality in Education. Routledge.</i>                                 | 4% |

|    |                                        |                                         |                                                                                                                                                                     |                   |                      |                                                                                                                                                                                                                                                                                                    |     |
|----|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 14 | Siswa mampu mengelola aktivitas online | Siswa mampu merencanakan kegiatan       | <b>Kriteria:</b><br>Siswa mampu merencanakan kegiatan, interaktif<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                    | diskusi<br>2 x 50 | diskusi<br>2 x 50    | <b>Materi:</b> online classes<br><b>Pustaka:</b><br><i>Davis, M. L., &amp; Jackson, T. (2020). Improving School Management Through Effective Teacher Internships. Journal of Education Policy, 48(5), 390-402.</i>                                                                                 | 4%  |
| 15 | hybrid class                           | mahasiswa mampu menerapkan kelas hybrid | <b>Kriteria:</b><br>mahasiswa mampu menerapkan kelas hybrids<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | diskusi<br>2 x50  | discussion<br>2 x 50 | <b>Materi:</b><br>students are able to manage hybrid classes<br><b>Pustaka:</b> <i>Lim-Borabo, M. (2021). Teaching Internship: A Practical Guide for Teacher Educators and Interns. National Bookstore.</i>                                                                                        | 4%  |
| 16 | UAS                                    | UAS                                     | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                                      | UAS<br>2 x 50     | UAS<br>2 x 50        | <b>Materi:</b><br>effective school management through student teaching internship<br><b>Pustaka:</b> <i>Berg, J. H., &amp; Knapper, C. K. (2021). Effective School Management through Student Teaching Internships: Strategies for Success. Journal of Educational Leadership, 45(3), 180-192.</i> | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif                     | 42%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 58%        |
|    |                                            | 100%       |

#### Catatan

1. **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.
2. **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.
3. **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.