

# RENCANA PEMBELAJARAN SEMESTER

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|-------------|-----|---------------------------|----------|------------------|------|-------|----|-------|----|--------|----|--|------|-----------|--------|--|--|---|--|--------|--|--|---|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|---|---|---|---|---|---|---|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|
| MATA KULIAH (MK)                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Rumpun MK |                 | BOBOT (sks) |     |                           | SEMESTER | Tgl Penyusunan   |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Berpikir Kritis dan Kreatif                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1000020158                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                 | T=1         | P=1 | ECTS=3.18                 | 7        | 26 Desember 2025 |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| OTORISASI                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Koordinator RMK |             |     | Koordinator Program Studi |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | TIM MBKM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | TIM MBKM        |             |     | LISTYANINGSIH             |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Model Pembelajaran                                               | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Capaian Pembelajaran (CP)                                        | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPL-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPL-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Analyze complex problems using critical thinking skills to develop effectively solution (C4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Apply creative thinking techniques to generate innovative ideas and approaches in various contexts (C3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evaluate the validity and reliability of information from various sources to support decision making process (C5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
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|                                                                  | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | CPL-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | CPL-3           |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-1                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ✓         |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-2                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ✓         |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-3                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ✓         |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></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></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                                                             | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3         | 4               | 5           | 6   | 7                         | 8        | 9                | 10   | 11    | 12 | 13    | 14 | 15     | 16 |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-1                                                           | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓         | ✓               | ✓           | ✓   |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-2                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     | ✓                         | ✓        | ✓                | ✓    | ✓     | ✓  | ✓     |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-3                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       | ✓  | ✓      | ✓  |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Deskripsi Singkat MK                                             | The Creative and Critical Thinking course is designed to develop students' ability to think creatively and critically. In this course, students are taught various techniques and strategies to generate innovative ideas and evaluate arguments objectively. Learning involves group discussions, case studies, and challenging problemsolving exercises, which allow students to practice and apply thinking skills in various contexts. In addition, students are also introduced to various theories and concepts that underlie the creative and critical thinking process, which are useful for improving analytical and decision-making skills. In this course, students are encouraged to explore different ways of thinking, identify assumptions, and question commonly accepted viewpoints. Through projects and presentations, students can demonstrate their ability to apply critical thinking in real situations, while developing confidence in conveying their ideas. With mastery of these skills, students are expected to be able to adapt quickly in a dynamic and complex environment, and become more independent and innovative thinkers in facing challenges in the professional world. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Pustaka                                                          | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                  |      |       |    |       |    |        |    |  |      |           |        |  |  |   |  |        |  |  |   |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |

| <ol style="list-style-type: none"> <li>1. Baer, J. (2021). Creativity and divergent thinking: A task-specific approach. Routledge.</li> <li>2. Cropley, D. H. (2021). Creativity in engineering: Novel solutions to complex problems. Academic Press.</li> <li>3. Runco, M. A. (2020). Theories of creativity. Sage Publications.</li> <li>4. Nickerson, R. S. (2021). Enhancing creativity: A guide to cognitive approaches. Taylor &amp; Francis.</li> <li>5. Robinson, K. (2022). Out of our minds: The power of being creative. Capstone.</li> <li>6. Beghetto, R. A. (2021). Teaching for creativity: Ideas in action. Routledge.</li> <li>7. Kaufman, J. C. (2020). Creativity 101 (2nd ed.). Springer Publishing.</li> <li>8. Glăveanu, V. P. (2020). The possible: A sociocultural theory of creativity. Oxford University Press.</li> <li>9. Sternberg, R. J., &amp; Halpern, D. F. (2022). Critical thinking in psychology and everyday life. Cambridge University Press.</li> <li>10. Levitin, D. J. (2020). A field guide to lies: Critical thinking in the information age. Penguin Books.</li> <li>11. Paul, R., &amp; Elder, L. (2020). Critical Thinking: Tools for Taking Charge of Your Learning and Your Life (3rd ed.). Pearson.</li> <li>12. Facione, P. A. (2020). Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. The Critical Thinking Community.</li> <li>13. Gelder, T. (2021). Creative and Critical Thinking: Skills for the 21st Century. Wiley.</li> <li>14. Ennis, R. H. (2021). Critical Thinking: A Streamlined Introduction. Cambridge University Press.</li> <li>15. Lipman, M. (2020). Thinking in Education (2nd ed.). Cambridge University Press.</li> <li>16. Sternberg, R. J. (2020). Thinking Styles (2nd ed.). Cambridge University Press.</li> <li>17. Paul, R., &amp; Elder, L. (2021). The Miniature Guide to Critical Thinking Concepts and Tools. Foundation for Critical Thinking.</li> <li>18. Csikszentmihalyi, M. (2020). Creativity: The Psychology of Discovery and Invention (Revised ed.). HarperCollins.</li> <li>19. Cropley, A. (2022). Creativity in Education &amp; Learning: A Guide for Teachers and Educators. Routledge.</li> <li>20. Runco, M. A., &amp; Acar, S. (2021). Divergent Thinking as an Indicator of Creativity. Oxford University Press.</li> <li>21. Norris, S. P., &amp; Ennis, R. H. (2020). Evaluating Critical Thinking. Teaching Philosophy, 43(3), 1-15.</li> <li>22. Johnson, D. W., &amp; Johnson, F. P. (2020). Joining Together: Group Theory and Group Skills (13th ed.). Pearson.</li> <li>23. De Bono, E. (2021). Six Thinking Hats (Rev. ed.). Back Bay Books.</li> <li>24. Bailin, S., &amp; Siegel, H. (2021). Critical Thinking and Education: A Scholarly Review. Cambridge University Press.</li> <li>25. Root-Bernstein, R., &amp; Root-Bernstein, M. (2022). Sparks of Genius: The 13 Thinking Tools of the World's Most Creative People (2nd ed.). Houghton Mifflin Harcourt.</li> </ol> |                                                                                                                  |                                                         |                                                                                                                                      |                                                                                  |                                              |                                                                                                                                                                                                |                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                  |                                                         |                                                                                                                                      |                                                                                  |                                              |                                                                                                                                                                                                |                     |
| <ol style="list-style-type: none"> <li>1. Schoolar</li> <li>2. SINTA</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                  |                                                         |                                                                                                                                      |                                                                                  |                                              |                                                                                                                                                                                                |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                  |                                                         |                                                                                                                                      |                                                                                  |                                              |                                                                                                                                                                                                |                     |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students understand the importance of thinking critically and creatively in everyday life and academic settings. | Participation, ability to connect concepts to real life | <b>Kriteria:</b><br>Engagement, relevance of input<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Interactive lecture, group discussion 2 x 50                                     | Interactive lecture, group discussion 2 x 50 | <b>Materi:</b><br>Introduction to Critical and Creative Thinking<br><b>Pustaka:</b><br>Ennis, R. H. (2021). <i>Critical Thinking: A Streamlined Introduction</i> . Cambridge University Press. | 3%                  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students understand the importance of thinking critically and creatively in everyday life and academic settings. | Participation, ability to connect concepts to real life | <b>Kriteria:</b><br>Engagement, relevance of input<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Interactive lecture, group discussion 2 x 50                                     | Interactive lecture, group discussion 2 x 50 | <b>Materi:</b><br>Introduction to Critical and Creative Thinking<br><b>Pustaka:</b><br>Ennis, R. H. (2021). <i>Critical Thinking: A Streamlined Introduction</i> . Cambridge University Press. | 3%                  |

|   |                                                                                                                  |                                                         |                                                                                                                                      |                                                 |                                                 |                                                                                                                                                                                                |    |
|---|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 3 | Students understand the importance of thinking critically and creatively in everyday life and academic settings. | Participation, ability to connect concepts to real life | <b>Kriteria:</b><br>Engagement, relevance of input<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Interactive lecture, group discussion<br>2 x 50 | Interactive lecture, group discussion<br>2 x 50 | <b>Materi:</b><br>Introduction to Critical and Creative Thinking<br><b>Pustaka:</b><br>Ennis, R. H. (2021). <i>Critical Thinking: A Streamlined Introduction</i> . Cambridge University Press. | 3% |
| 4 | Students can identify characteristics of critical and creative thinkers.                                         | Ability to distinguish key traits and give examples     | <b>Kriteria:</b><br>Accuracy, clarity, insight<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja     | discussion<br>2 x 50                            | discussion<br>2 x 50                            | <b>Materi:</b> Traits of Critical and Creative Thinkers<br><b>Pustaka:</b><br>Baer, J. (2021). <i>Creativity and divergent thinking: A task-specific approach</i> . Routledge.                 | 3% |
| 5 | Students can identify characteristics of critical and creative thinkers.                                         | Ability to distinguish key traits and give examples     | <b>Kriteria:</b><br>Accuracy, clarity, insight<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja     | discussion<br>2 x 50                            | discussion<br>2 x 50                            | <b>Materi:</b> Traits of Critical and Creative Thinkers<br><b>Pustaka:</b><br>Baer, J. (2021). <i>Creativity and divergent thinking: A task-specific approach</i> . Routledge.                 | 3% |
| 6 | Understand the thinking process as a skill that can be developed.                                                | Ability to identify steps of the thinking process       | <b>Kriteria:</b><br>Logical sequence, clarity<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja      | discussion<br>2 x 50                            | discussion<br>2 x 50                            | <b>Materi:</b><br>Thinking as a Learnable Process<br><b>Pustaka:</b><br>Sternberg, R. J. (2020). <i>Thinking Styles (2nd ed.)</i> . Cambridge University Press.                                | 3% |
| 7 | Understand the thinking process as a skill that can be developed.                                                | Ability to identify steps of the thinking process       | <b>Kriteria:</b><br>Logical sequence, clarity<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja      | discussion<br>2 x 50                            | discussion<br>2 x 50                            | <b>Materi:</b><br>Thinking as a Learnable Process<br><b>Pustaka:</b><br>Sternberg, R. J. (2020). <i>Thinking Styles (2nd ed.)</i> . Cambridge University Press.                                | 4% |

|    |                                                                            |                                           |                                                                                                                                                 |                                                  |                                                  |                                                                                                                                                                                                      |     |
|----|----------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 8  | UTS                                                                        | UTS                                       | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja                                       | UTS<br>2 x 50                                    | UTS<br>2 x 50                                    | <b>Materi:</b> All Materials<br><b>Pustaka:</b><br><i>Sternberg, R. J., &amp; Halpern, D. F. (2022). Critical thinking in psychology and everyday life. Cambridge University Press.</i>              | 20% |
| 9  | Analyze arguments and distinguish between strong and weak reasoning.       | Identification of argument structure      | <b>Kriteria:</b><br>Accuracy, reasoning clarity<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja               | Critical analysis, small group work<br>2 x 50    | Critical analysis, small group work<br>2 x 50    | <b>Materi:</b><br>Evaluating Arguments<br><b>Pustaka:</b><br><i>Norris, S. P., &amp; Ennis, R. H. (2020). Evaluating Critical Thinking. Teaching Philosophy, 43(3), 1-15.</i>                        | 4%  |
| 10 | Apply questioning techniques to explore issues from multiple perspectives. | Quality of questions posed                | <b>Kriteria:</b><br>Depth, open-mindedness<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja                    | questioning, discussion<br>2 x 50                | questioning, discussion<br>2 x 50                | <b>Materi:</b><br>Asking Good Questions<br><b>Pustaka:</b><br><i>Paul, R., &amp; Elder, L. (2020). Critical Thinking: Tools for Taking Charge of Your Learning and Your Life (3rd ed.). Pearson.</i> | 4%  |
| 11 | Apply questioning techniques to explore issues from multiple perspectives. | Quality of questions posed                | <b>Kriteria:</b><br>Depth, open-mindedness<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja                    | questioning, discussion<br>2 x 50                | questioning, discussion<br>2 x 50                | <b>Materi:</b><br>Asking Good Questions<br><b>Pustaka:</b><br><i>Paul, R., &amp; Elder, L. (2020). Critical Thinking: Tools for Taking Charge of Your Learning and Your Life (3rd ed.). Pearson.</i> | 4%  |
| 12 | Practice creative problem solving in structured settings.                  | Ability to generate and compare solutions | <b>Kriteria:</b><br>Ability to generate and compare solutions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Case simulation, problem-solving games<br>2 x 50 | Case simulation, problem-solving games<br>2 x 50 | <b>Materi:</b><br>Creative Problem Solving<br><b>Pustaka:</b><br><i>Levitin, D. J. (2020). A field guide to lies: Critical thinking in the information age. Penguin Books.</i>                       | 4%  |

|    |                                                           |                                                  |                                                                                                                                                        |                                                  |                                                  |                                                                                                                                                                                                                  |     |
|----|-----------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | Practice creative problem solving in structured settings. | Ability to generate and compare solutions        | <b>Kriteria:</b><br>Ability to generate and compare solutions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja        | Case simulation, problem-solving games<br>2 x 50 | Case simulation, problem-solving games<br>2 x 50 | <b>Materi:</b><br>Creative Problem Solving<br><b>Pustaka:</b><br><i>Levitin, D. J. (2020). A field guide to lies: Critical thinking in the information age. Penguin Books.</i>                                   | 4%  |
| 14 | Explore logical fallacies and how to avoid them.          | explore logical fallacies and how to avoid them. | <b>Kriteria:</b><br>explore logical fallacies and how to avoid them.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Discussion<br>2 x 50                             | Discussion<br>2 x 50                             | <b>Materi:</b><br>Logical Fallacies in Daily Thinking<br><b>Pustaka:</b><br><i>Sternberg, R. J., &amp; Halpern, D. F. (2022). Critical thinking in psychology and everyday life. Cambridge University Press.</i> | 4%  |
| 15 | Explore logical fallacies and how to avoid them.          | explore logical fallacies and how to avoid them. | <b>Kriteria:</b><br>explore logical fallacies and how to avoid them.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Discussion<br>2 x 50                             | Discussion<br>2 x 50                             | <b>Materi:</b><br>Logical Fallacies in Daily Thinking<br><b>Pustaka:</b><br><i>Sternberg, R. J., &amp; Halpern, D. F. (2022). Critical thinking in psychology and everyday life. Cambridge University Press.</i> | 4%  |
| 16 | UAS                                                       | UAS                                              | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja                                              | UAS<br>2 x 50                                    | UAS<br>2 x 50                                    | <b>Materi:</b> All Materials<br><b>Pustaka:</b><br><i>Gelder, T. (2021). Creative and Critical Thinking: Skills for the 21st Century. Wiley.</i>                                                                 | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

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