

|  | <p align="center"> <b>Universitas Negeri Surabaya</b><br/> <b>Fakultas Matematika dan Ilmu Pengetahuan Alam</b><br/> <b>Program Studi S1 Pendidikan Sains</b> </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           | Kode Dokumen    |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------|-----------|---------------------------|-----------------|-----------|-------|-------|--------|--------|--------|----|----|----|--|--------|--|--|--|--|--------|---|---|---|---|--------|---|---|---|---|--------|----|----|----|----|----|----|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|                                                                                   | <p align="center"><b>RENCANA PEMBELAJARAN SEMESTER</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Rumpun MK                                                                                                                                                                                                                                                                                                                                                                                                                           | BOBOT (sks)     |        |           | SEMESTER                  | Tgl Penyusunan  |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pembelajaran Inovatif II                                                          | 8420103109                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     | T=3             | P=0    | ECTS=4.77 | 5                         | 13 Januari 2026 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                     | Koordinator RMK |        |           | Koordinator Program Studi |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Model Pembelajaran                                                                | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPL-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Demonstrate scientific, critical, and innovative attitudes in integrated science learning, laboratory activities, and professional-related tasks                                                                                                                                                                                                                                                                                    |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPL-7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Communicate ideas and research results effectively both in oral and written form                                                                                                                                                                                                                                                                                                                                                    |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPL-10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Design, implement, and evaluate science learning using ICT                                                                                                                                                                                                                                                                                                                                                                          |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPL-14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Demonstrate pedagogical knowledge of designing, implementing, and evaluating integrated science learning                                                                                                                                                                                                                                                                                                                            |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Menunjukkan sikap ilmiah dalam merancang, melaksanakan, dan mengevaluasi pelaksanaan pembelajaran inovatif                                                                                                                                                                                                                                                                                                                          |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Menjelaskan karakteristik dan teori-teori pendukung pembelajaran inovatif                                                                                                                                                                                                                                                                                                                                                           |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Menerapkan pengetahuan pedagogik dalam merancang, melaksanakan, dan mengevaluasi pelaksanaan pembelajaran inovatif pada pembelajaran IPA                                                                                                                                                                                                                                                                                            |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Merancang, melaksanakan, dan mengevaluasi pelaksanaan pembelajaran inovatif menggunakan ICT pada pembelajaran IPA                                                                                                                                                                                                                                                                                                                   |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mengkomunikasikan hasil penyelidikan terkait model-model pembelajaran inovatif                                                                                                                                                                                                                                                                                                                                                      |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <table border="1"> <tr> <th>CPMK</th> <th>CPL-5</th> <th>CPL-7</th> <th>CPL-10</th> <th>CPL-14</th> </tr> <tr><td>CPMK-1</td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-2</td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-3</td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-4</td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-5</td><td></td><td></td><td></td><td></td></tr> </table> |                 |        |           |                           |                 | CPMK      | CPL-5 | CPL-7 | CPL-10 | CPL-14 | CPMK-1 |    |    |    |  | CPMK-2 |  |  |  |  | CPMK-3 |   |   |   |   | CPMK-4 |   |   |   |   | CPMK-5 |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CPL-5                                                                                                                                                                                                                                                                                                                                                                                                                               | CPL-7           | CPL-10 | CPL-14    |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | CPMK-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <table border="1"> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr><td>CPMK-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           | CPMK            | Minggu Ke |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        | 1 | 2 | 3 | 4 | 5      | 6 | 7 | 8 | 9 | 10     | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK                                                                              | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3               | 4      | 5         | 6                         | 7               | 8         | 9     | 10    | 11     | 12     | 13     | 14 | 15 | 16 |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-1                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-4                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-5                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Deskripsi Singkat MK                                                              | Kajian tentang model-model pembelajaran:kooperatif (cooperative learning), pembelajaranberorientasipendekatan saintifik seperti: pembelajaran berdasarkan masalah (problembased learning), pembelajaran inkuiri-diskoveri dan pembelajarankontekstual serta pembelajaran berbasis proyek. Pengkajian dilakukan lewatpemaparan konsep, penyajian contoh operasional tiap-tiap model pembelajaranandalam bentuk perangkat pembelajaran, workshop pengembangan perangkatpembelajaran oleh mahasiswa berorientasi tiap-tiap model dan strategi belajar.Kegiatan pengkajian diakhiri dengan latihan implementasi model pembelajarantertentu oleh setiap mahasiswa dalam forum peer teaching diikuti dengankegiatan diskusi dan refleksi.                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pustaka                                                                           | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |        |           |                           |                 |           |       |       |        |        |        |    |    |    |  |        |  |  |  |  |        |   |   |   |   |        |   |   |   |   |        |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|                       |                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>1. Arends, Richard I. 2004. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company.</li> <li>2. Arends, Richard I. 2004. Guide to Field Experiences and Portofolio Development: to accompany ;learning to teach. New York: McGraw-Hill Book Company.</li> <li>3. Ibrahim, Muslimin. 2012. Pembelajaran Berdasarkan Masalah Edisi II. Surabaya: University Press</li> <li>4. Ibrahim, Muslimin, Rachmadiarti, Fida, Ismono. 2005. Pembelajaran Kooperatif. Surabaya: Pusat Sains dan Matematika Sekolah.</li> <li>5. Nur, Mohamad. 2000. Pembelajaran Kooperatif. Surabaya: Pusat Sains dan Matematika Sekolah.</li> </ol> |                                                                                                             |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                         |                     |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|                       |                                                                                                                                                                                              | <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                             |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                         |                     |
| <b>Dosen Pengampu</b> |                                                                                                                                                                                              | Dra. Martini, M.Pd.<br>Prof. Dr. Erman, M.Pd.<br>Dr. Dyah Astriani, S.Pd., M.Pd.<br>Tutut Nurita, S.Pd., M.Pd.<br>Laily Rosdiana, S.Pd., M.Pd.<br>Dr. An Nuril Maulida Fauziah, S.Pd., M.Pd.<br>Enny Susiyawati, S.Si., M.Sc., M.Pd., Ph.D.<br>Dyah Permata Sari, S.Pd., M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                             |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                         |                     |
| Mg Ke-                | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                              | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                             | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                 | Materi Pembelajaran [ Pustaka ]                                                                                                                                                                                                                                                                                                                         | Bobot Penilaian (%) |
|                       |                                                                                                                                                                                              | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Kriteria & Bentuk                                                                                           | Luring (offline)                                                                 | Daring (online) |                                                                                                                                                                                                                                                                                                                                                         |                     |
| (1)                   | (2)                                                                                                                                                                                          | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (4)                                                                                                         | (5)                                                                              | (6)             | (7)                                                                                                                                                                                                                                                                                                                                                     | (8)                 |
| 1                     | Mampu menjelaskan karakteristik dan teori-teori pendukung pembelajaran berpusat pada guru dan siswa berdasarkan kasus yang ditampilkan sesuai konsep substantif dan berdasarkan sikap ilmiah | <ol style="list-style-type: none"> <li>1. Menjelaskan karakteristik pembelajaran berpusat pada guru.</li> <li>2. Menjelaskan karakteristik pembelajaran berpusat pada siswa.</li> <li>3. Menjelaskan teori-teori pendukung pembelajaran berpusat pada guru.</li> <li>4. Menjelaskan teori-teori pendukung pembelajaran berpusat pada siswa.</li> </ol>                                                                                                                                                                                                                                                                                                                        | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Tes                    | diskusi dan tanya jawab<br>3 X 50                                                |                 | <b>Materi:</b><br>Pembelajaran berpusat pada guru dan siswa<br><b>Pustaka:</b><br>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.<br><br><b>Materi:</b><br>Strategi-strategi pembelajaran<br><b>Pustaka:</b> Nur, Mohamad. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah.   | 4%                  |
| 2                     | Mampu menjelaskan karakteristik dan teori-teori pendukung model pembelajaran inkuiri-diskoveri dalam pembelajaran IPA                                                                        | <ol style="list-style-type: none"> <li>1. Menjelaskan karakteristik model pembelajaran inkuiri</li> <li>2. Menjelaskan karakteristik model pembelajaran diskoveri</li> <li>3. Menjelaskan teori pendukung model pembelajaran inkuiri-diskoveri</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Presentasi, Diskusi<br>3 X 50                                                    |                 | <b>Materi:</b> Model Pembelajaran Inkuiri dan Diskoveri<br><b>Pustaka:</b><br>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.<br><br><b>Materi:</b> Teori belajar konstruktivisme<br><b>Pustaka:</b><br>Woolfolk, A. (2020). Educational psychology: Active learning edition (14th ed.). New York: Pearson. | 4%                  |

|   |                                                                                                                                                                      |                                                                                                                                                                                                                |                                                                                                                                    |                                        |  |                                                                                                                                                                                                                                                                                                                                                                       |    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 3 | Mampu mengaplikasikan karakteristik model pembelajaran inkuiri-diskoveri dalam rancangan pembelajaran menggunakan sikap ilmiah baik secara individu atau berkelompok | Merancang pembelajaran menggunakan model pembelajaran inkuiri-diskoveri                                                                                                                                        | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk    | Diskusi, observasi, workshop<br>3 X 50 |  | <b>Materi:</b> Model Pembelajaran Inkuiri dan Diskoveri<br><b>Pustaka:</b><br><i>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.</i><br><hr/> <b>Materi:</b> Teori belajar konstruktivisme<br><b>Pustaka:</b><br><i>Woolfolk, A. (2020). Educational psychology: Active learning edition (14thed.).New York: Pearson.</i> | 8% |
| 4 | Mampu menjelaskan karakteristik dan teori-teori pendukung model pembelajaran kooperatif                                                                              | 1.Menjelaskan karakteristik model pembelajaran kooperatif<br>2.Menjelaskan teori pendukung model pembelajaran kooperatif<br>3.Mengidentifikasi jenis-jenis pembelajaran yang tergolong pembelajaran kooperatif | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentasi dan Diskusi<br>3 X 50       |  | <b>Materi:</b> Model Pembelajaran Kooperatif<br><b>Pustaka:</b><br><i>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.</i><br><hr/> <b>Materi:</b> Teori belajar sosial konstruktivisme<br><b>Pustaka:</b><br><i>Woolfolk, A. (2020). Educational psychology: Active learning edition (14thed.).New York: Pearson.</i>     | 4% |
| 5 | Mampu mengaplikasikan karakteristik model pembelajaran kooperatif dalam rancangan pembelajaran menggunakan sikap ilmiah baik secara individu atau berkelompok        | Merancang pembelajaran menggunakan model pembelajaran kooperatif                                                                                                                                               | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk    | Diskusi, observasi, workshop<br>3 X 50 |  | <b>Materi:</b> Model Pembelajaran Kooperatif<br><b>Pustaka:</b><br><i>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.</i><br><hr/> <b>Materi:</b> Teori belajar sosial konstruktivisme<br><b>Pustaka:</b><br><i>Woolfolk, A. (2020). Educational psychology: Active learning edition (14thed.).New York: Pearson.</i>     | 8% |

|   |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                            |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 6 | Mampu menjelaskan karakteristik dan teori-teori pendukung model pembelajaran PBL-PjBL                                                                           | 1. Menjelaskan karakteristik model pembelajaran PBL-PjBL<br>2. Menjelaskan karakteristik model pembelajaran PBL-PjBL<br>3. Menjelaskan teori pendukung model pembelajaran PBL-PjBL                                                                                                                        | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                     | Presentasi,<br>Diskusi<br>3 X 50                                                                   |  | <b>Materi:</b> Model Pembelajaran Problem-based learning<br><b>Pustaka:</b><br>Arends, Richard I. 2012. <i>Learning To Teach 9th Edition</i> . New York: McGraw-Hill Book Company.<br><hr/> <b>Materi:</b> Teori belajar konstruktivisme<br><b>Pustaka:</b><br>Woolfolk, A. (2020). <i>Educational psychology: Active learning edition (14th ed.)</i> . New York: Pearson. | 4% |
| 7 | Mampu mengaplikasikan karakteristik model pembelajaran PBL-PjBL dalam rancangan pembelajaran IPA menggunakan sikap ilmiah baik secara individu atau berkelompok | Merancang pembelajaran menggunakan model pembelajaran PBL-PjBL                                                                                                                                                                                                                                            | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Diskusi, observasi, workshop<br>3 X 50                                                             |  | <b>Materi:</b> Model Pembelajaran Problem-based learning<br><b>Pustaka:</b><br>Arends, Richard I. 2012. <i>Learning To Teach 9th Edition</i> . New York: McGraw-Hill Book Company.<br><hr/> <b>Materi:</b> Teori belajar konstruktivisme<br><b>Pustaka:</b><br>Woolfolk, A. (2020). <i>Educational psychology: Active learning edition (14th ed.)</i> . New York: Pearson. | 8% |
| 8 | -                                                                                                                                                               | 1. Mampu menunjukkan pemahaman terkait pembelajaran berpusat pada guru-siswa<br>2. Mampu menunjukkan pemahaman terkait model pembelajaran inkuiri-diskoveri<br>3. Mampu menunjukkan pemahaman terkait model pembelajaran kooperatif<br>4. Mampu menunjukkan pemahaman terkait model pembelajaran PBL-PjBL | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Tes                                        | Ujian Tengah Semester:<br>Melakukan validasi, penilaian, dan evaluasi hasil pembelajaran<br>3 X 50 |  | <b>Materi:</b> Model-model pembelajaran inovatif<br><b>Pustaka:</b><br>Arends, Richard I. 2012. <i>Learning To Teach 9th Edition</i> . New York: McGraw-Hill Book Company.                                                                                                                                                                                                 | 0% |

|    |                                                                                                                                                                                                                       |                                                                                                                                                                                                   |                                                                                                                                                         |                                         |  |                                                                                                                                                                                                                                                                                                                                                        |    |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9  | Mampu menjelaskan karakteristik dan teori-teori pendukung pendekatan pembelajaran STEAM dan mengaplikasikannya dalam rancangan pembelajaran menggunakan sikap ilmiah baik secara individu atau berkelompok            | 1. Menjelaskan karakteristik pendekatan pembelajaran STEAM<br>2. Menjelaskan teori pendukung pendekatan pembelajaran STEAM<br>3. Merancang pembelajaran menggunakan pendekatan pembelajaran STEAM | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Presentasi, Diskusi, workshop<br>3 X 50 |  | <b>Materi:</b> Model Pembelajaran STEM<br><b>Pustaka:</b><br>Arends, Richard I. 2012. <i>Learning To Teach 9th Edition</i> . New York: McGraw-Hill Book Company.<br><br><b>Materi:</b> Teori belajar konstruktivisme<br><b>Pustaka:</b><br>Woolfolk, A. (2020). <i>Educational psychology: Active learning edition (14th ed.)</i> . New York: Pearson. | 5% |
| 10 | Mampu menjelaskan karakteristik dan teori-teori pendukung pendekatan pembelajaran Blended Learning dan mengaplikasikannya dalam rancangan pembelajaran menggunakan sikap ilmiah baik secara individu atau berkelompok | 1. Menjelaskan karakteristik pendekatan pembelajaran STEAM<br>2. Menjelaskan teori pendukung pendekatan pembelajaran STEAM<br>3. Merancang pembelajaran menggunakan pendekatan pembelajaran STEAM | <b>Kriteria:</b><br>Menggunakan rubrik penilaian<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Presentasi, Diskusi, workshop<br>3 X 50 |  | <b>Materi:</b> Model Pembelajaran STEM<br><b>Pustaka:</b><br>Arends, Richard I. 2012. <i>Learning To Teach 9th Edition</i> . New York: McGraw-Hill Book Company.<br><br><b>Materi:</b> Teori belajar konstruktivisme<br><b>Pustaka:</b><br>Woolfolk, A. (2020). <i>Educational psychology: Active learning edition (14th ed.)</i> . New York: Pearson. | 5% |

|    |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                  |  |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |     |
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| 11 | <p>1.Mampu merancang, melaksanakan, dan mengevaluasi pembelajaran IPA berdasarkan model pembelajaran inovatif</p> <p>2.Mampu mengkomunikasikan hasil proyek mengenai model pembelajaran inovatif</p> | <p>1.Mengidentifikasi permasalahan di sekolah terkait model-model pembelajaran inovatif secara ilmiah</p> <p>2.Melakukan kajian literatur terkait solusi untuk menyelesaikan permasalahan tentang model-model pembelajaran inovatif</p> <p>3.Merancang pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>4.Melaksanakan (menyimulasikan) pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>5.Mengevaluasi pelaksanaan pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>6.Menyusun laporan proyek hasil penyelidikan model-model pembelajaran inovatif pada pembelajaran IPA</p> <p>7. Mempresentasikan hasil proyek model-model pembelajaran inovatif pada pembelajaran IPA di depan kelas</p> | <p><b>Kriteria:</b><br/>Menggunakan rubrik penilaian perangkat pembelajaran dan simulasi pembelajaran</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p> |  | <p>Diskusi, workshop, presentasi, proyek, observasi<br/>3 X 50</p> | <p><b>Materi:</b><br/>Pendekatan Blended Learning</p> <p><b>Pustaka:</b><br/><i>Susiyawati, E., et. al. 2022. Optimalisasi Keterampilan Proses Sains melalui Blended Learning. Surabaya: JDS.</i></p> <hr/> <p><b>Materi:</b> Model-model pembelajaran inovatif</p> <p><b>Pustaka:</b><br/><i>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.</i></p> | 10% |
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| 12 | - | <p>1. Mengidentifikasi permasalahan di sekolah terkait model-model pembelajaran inovatif secara ilmiah</p> <p>2. Melakukan kajian literatur terkait solusi untuk menyelesaikan permasalahan tentang model-model pembelajaran inovatif</p> <p>3. Merancang pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>4. Melaksanakan (menyimulasikan) pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>5. Mengevaluasi pelaksanaan pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>6. Menyusun laporan proyek hasil penyelidikan model-model pembelajaran inovatif pada pembelajaran IPA</p> <p>7. Mempresentasikan hasil proyek model-model pembelajaran inovatif pada pembelajaran IPA di depan kelas</p> | <p><b>Kriteria:</b><br/>Menggunakan rubrik penilaian perangkat pembelajaran dan simulasi pembelajaran</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p> |  | <p>Diskusi, workshop, presentasi, proyek, observasi<br/>3 X 50</p> | <p><b>Materi:</b><br/>Pendekatan Blended Learning</p> <p><b>Pustaka:</b><br/><i>Susiyawati, E., et. al. 2022. Optimalisasi Keterampilan Proses Sains melalui Blended Learning. Surabaya: JDS.</i></p> <hr/> <p><b>Materi:</b> Model-model pembelajaran inovatif</p> <p><b>Pustaka:</b><br/><i>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.</i></p> | 10% |
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| 13 | - | <p>1. Mengidentifikasi permasalahan di sekolah terkait model-model pembelajaran inovatif secara ilmiah</p> <p>2. Melakukan kajian literatur terkait solusi untuk menyelesaikan permasalahan tentang model-model pembelajaran inovatif</p> <p>3. Merancang pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>4. Melaksanakan (menyimulasikan) pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>5. Mengevaluasi pelaksanaan pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>6. Menyusun laporan proyek hasil penyelidikan model-model pembelajaran inovatif pada pembelajaran IPA</p> <p>7. Mempresentasikan hasil proyek model-model pembelajaran inovatif pada pembelajaran IPA di depan kelas</p> | <p><b>Kriteria:</b><br/>Menggunakan rubrik penilaian perangkat pembelajaran dan simulasi pembelajaran</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p> |  | <p>Diskusi, workshop, presentasi, proyek, observasi<br/>3 X 50</p> | <p><b>Materi:</b><br/>Pendekatan Blended Learning</p> <p><b>Pustaka:</b><br/><i>Susiyawati, E., et. al. 2022. Optimalisasi Keterampilan Proses Sains melalui Blended Learning. Surabaya: JDS.</i></p> <hr/> <p><b>Materi:</b> Model-model pembelajaran inovatif</p> <p><b>Pustaka:</b><br/><i>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.</i></p> | 10% |
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| 14 | - | <p>1. Mengidentifikasi permasalahan di sekolah terkait model-model pembelajaran inovatif secara ilmiah</p> <p>2. Melakukan kajian literatur terkait solusi untuk menyelesaikan permasalahan tentang model-model pembelajaran inovatif</p> <p>3. Merancang pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>4. Melaksanakan (menyimulasikan) pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>5. Mengevaluasi pelaksanaan pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>6. Menyusun laporan proyek hasil penyelidikan model-model pembelajaran inovatif pada pembelajaran IPA</p> <p>7. Mempresentasikan hasil proyek model-model pembelajaran inovatif pada pembelajaran IPA di depan kelas</p> | <p><b>Kriteria:</b><br/>Menggunakan rubrik penilaian perangkat pembelajaran dan simulasi pembelajaran</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p> |  | <p>Diskusi, workshop, presentasi, proyek, observasi<br/>3 X 50</p> | <p><b>Materi:</b><br/>Pendekatan Blended Learning</p> <p><b>Pustaka:</b><br/><i>Susiyawati, E., et. al. 2022. Optimalisasi Keterampilan Proses Sains melalui Blended Learning. Surabaya: JDS.</i></p> <hr/> <p><b>Materi:</b> Model-model pembelajaran inovatif</p> <p><b>Pustaka:</b><br/><i>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.</i></p> | 10% |
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| 15 | - | <p>1. Mengidentifikasi permasalahan di sekolah terkait model-model pembelajaran inovatif secara ilmiah</p> <p>2. Melakukan kajian literatur terkait solusi untuk menyelesaikan permasalahan tentang model-model pembelajaran inovatif</p> <p>3. Merancang pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>4. Melaksanakan (menyimulasikan) pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>5. Mengevaluasi pelaksanaan pembelajaran IPA menggunakan model pembelajaran yang paling sesuai</p> <p>6. Menyusun laporan proyek hasil penyelidikan model-model pembelajaran inovatif pada pembelajaran IPA</p> <p>7. Mempresentasikan hasil proyek model-model pembelajaran inovatif pada pembelajaran IPA di depan kelas</p> | <p><b>Kriteria:</b><br/>Menggunakan rubrik penilaian perangkat pembelajaran dan simulasi pembelajaran</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p> |  | <p>Diskusi, workshop, presentasi, proyek, observasi<br/>3 X 50</p> | <p><b>Materi:</b><br/>Pendekatan Blended Learning</p> <p><b>Pustaka:</b><br/><i>Susiyawati, E., et. al. 2022. Optimalisasi Keterampilan Proses Sains melalui Blended Learning. Surabaya: JDS.</i></p> <hr/> <p><b>Materi:</b> Model-model pembelajaran inovatif</p> <p><b>Pustaka:</b><br/><i>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.</i></p> | 10% |
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| 16 | - | <p>1. Mempresentasikan hasil proyek mengatasi permasalahan di sekolah terkait penerapan model-model pembelajaran inovatif</p> <p>2. Mengevaluasi hasil proyek mengatasi permasalahan di sekolah terkait penerapan model-model pembelajaran inovatif</p> | <p><b>Kriteria:</b><br/>Menggunakan rubrik penilaian portofolio</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p> |  | <p>Ujian akhir semester: team-based project 3 X 50</p> | <p><b>Materi:</b> Model-model pembelajaran inovatif</p> <p><b>Pustaka:</b><br/><i>Arends, Richard I. 2012. Learning To Teach 9th Edition. New York: McGraw-Hill Book Company.</i></p> <hr/> <p><b>Materi:</b> Strategi-strategi pembelajaran</p> <p><b>Pustaka:</b> <i>Nur, Mohamad. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah.</i></p> <hr/> <p><b>Materi:</b> teori-teori belajar pendukung model pembelajaran inovatif</p> <p><b>Pustaka:</b><br/><i>Woolfolk, A. (2020). Educational psychology: Active learning edition (14thed.). New York: Pearson.</i></p> <hr/> <p><b>Materi:</b> Blended Learning</p> <p><b>Pustaka:</b><br/><i>Susiyawati, E., et. al. 2022. Optimalisasi Keterampilan Proses Sains melalui Blended Learning. Surabaya: JDS.</i></p> | 0% |
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#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipatif                     | 15%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 54%        |
| 3. | Praktik / Unjuk Kerja                      | 27%        |
| 4. | Tes                                        | 4%         |
|    |                                            | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi

- pembelajaran mata kuliah tersebut.
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.