



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

Kode  
Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

| <b>MATA KULIAH (MK)</b>                                                 | <b>KODE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Rumpun MK</b>                                                                                                                                                                                         | <b>BOBOT (sks)</b>     | <b>SEMESTER</b> | <b>Tgl Penyusunan</b>            |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------|----------------------------------|-----------|--------|--------|--------|----|----|----|----|----|----|----|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Seminar                                                                 | 8420102142                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                          | T=2 P=0 ECTS=3.18      | 6               | 2 Januari 2026                   |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>OTORISASI</b>                                                        | <b>Pengembang RPS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                          | <b>Koordinator RMK</b> |                 | <b>Koordinator Program Studi</b> |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <b>Model Pembelajaran</b>                                               | Case Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Capaian Pembelajaran (CP)</b>                                        | <b>CPL-PRODI yang dibebankan pada MK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | <b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | <b>CPMK - 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Menguasai dasar-dasar pembuatan proposal/artikel penelitian di bidang pendidikan sains yang mencerminkan kemampuan penalaran dalam merumuskan penyelesaian masalah prosedural di bidang pendidikan sains |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | <b>CPMK - 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mengambil keputusan strategis berdasarkan data dan informasi, termasuk hasil masukan, ide, teman sejawat, referensi, dan memberikan ide untuk memilih berbagai alternatif solusi                         |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | <b>CPMK - 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Bertanggung jawab atas tugas membuat dan mempresentasikan proposal dan/atau artikel penelitian                                                                                                           |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | <b>Matrik CPL - CPMK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td>CPMK</td></tr><tr><td>CPMK-1</td></tr><tr><td>CPMK-2</td></tr><tr><td>CPMK-3</td></tr></table>                                  |                        |                 |                                  | CPMK      | CPMK-1 | CPMK-2 | CPMK-3 |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-3                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th rowspan="2">CPMK</th><th colspan="16">Minggu Ke</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr></thead><tbody><tr><td>CPMK-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> |                                                                                                                                                                                                          |                        |                 | CPMK                             | Minggu Ke |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK                                                                    | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                                                                                                                                                                                                        | 3                      | 4               | 5                                | 6         | 7      | 8      | 9      | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-1                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-2                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-3                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Deskripsi Singkat MK</b>                                             | Menguasai dasar-dasar pembuatan artikel dalam pendidikan IPA yang mencerminkan kemampuan daya nalar dalam memformulasikan penyelesaian masalah secara prosedural dalam pendidikan IPA.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Pustaka</b>                                                          | <b>Utama :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | <ol style="list-style-type: none"><li>1. Tim Jurnal Unesa. 2012. Template e-journal unesa. <a href="http://www.ejournal.unesa.ac.id">www.ejournal.unesa.ac.id</a></li><li>2. Tim. 2005. Pedoman Penulisan Skripsi Universitas Negeri Surabaya. Surabaya: Unesa University Press.</li><li>3. Widodo, W. 2004. Penulisan Karya Ilmiah. Jakarta: Direktorat PSMP.</li><li>4. Tim Seminar Nasional. 2013. Prosiding Seminar Nasional Pendidikan Sains Tahun 2013. Surabaya: Unesa University Press.</li><li>5. Tim Seminar Nasional. 2012. Prosiding Seminar Nasional Pendidikan Sains Tahun 2012. Surabaya: Unesa University Press</li><li>6. Widodo, W. 2004. Penulisan Karya Ilmiah. Jakarta: Direktorat PSMP.</li></ol>                                                                                                                                                          |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                         | <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                          |                        |                 |                                  |           |        |        |        |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Dosen Pengampu |                                                                                                                       | Dra. Martini, M.Pd.<br>Prof. Dr. Wahono Widodo, M.Si.<br>Dr. Elok Sudibyo, S.Pd., M.Pd.<br>Prof. Dr. Erman, M.Pd.<br>Dr. Siti Nurul Hidayati, S.Pd., M.Pd.<br>Dr. Mohammad Budiyo, S.Pd., M.Pd.<br>Dr. Dyah Astriani, S.Pd., M.Pd.<br>Dr. Hasan Subekti, S.Pd., M.Pd.<br>Beni Setiawan, S.Pd., M.Pd., Ph.D.<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 Susiawati, S.Si., M.Sc., M.Pd., Ph.D.<br>Dhita Ayu Permata Sari, S.Pd., M.Pd.<br>Aris Rudi Purnomo, S.Si., M.Pd., M.Sc.<br>Wahyu Budi Sabtiawan, S.Si., M.Pd., M.Sc.<br>Muhamad Arif Mahdiannur, S.Pd., M.Pd. |                                                                                                                                                       |                                                                                  |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                     |
|----------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Mg Ke-         | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                       | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                       | Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] |                                    | Materi Pembelajaran [Pustaka]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Bobot Penilaian (%) |
|                |                                                                                                                       | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Kriteria & Bentuk                                                                                                                                     | Luring (offline)                                                                 | Daring (online)                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                     |
| (1)            | (2)                                                                                                                   | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (4)                                                                                                                                                   | (5)                                                                              | (6)                                | (7)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (8)                 |
| 1              | Menjelaskan tren terkini dalam penelitian pendidikan sains di Indonesia dan global (pembelajaran, media, dan asesmen) | 1. Menjelaskan tren terkini dalam penelitian pendidikan sains di Indonesia dan global di bidang pembelajaran<br>2. Menjelaskan tren terkini dalam penelitian pendidikan sains di Indonesia dan global di bidang media<br>3. Menjelaskan tren terkini dalam penelitian pendidikan sains di Indonesia dan global di bidang asesmen                                                                                                                                                                                                                                                                                                              | <b>Kriteria:</b><br>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Project-based Learning<br>2 x 50'                                                | Asynchronous dengan LMS<br>4 x 60' | <b>Materi:</b> Current trend in science education research<br><b>Pustaka:</b><br>Akpan, B., Cavas, B., & Kennedy, T. (Eds.). (2023). <i>Contemporary Issues in Science and Technology Education</i> (Vol. 56). Springer Nature Switzerland<br><br><b>Materi:</b> Riset terkait pembelajaran sains<br><b>Pustaka:</b><br>Erman, E., Liliyasi, L., Ramdani, M., & Wakhidah, N. (2020). <i>Addressing Macroscopic Issues: Helping Student Form Associations Between Biochemistry and Sports and Aiding Their Scientific Literacy</i> . <i>International Journal of Science and Mathematics Education</i> , 18(5), 831–853<br><br><b>Materi:</b> Riset terkait media pembelajaran sains<br><b>Pustaka:</b><br>Widodo, W., Sudibyo, E., Suryanti, S., Sari, D. A. P., Inzanah, I., & Setiawan, B. (2020). <i>The Effectiveness of Gadget-Based Interactive Multimedia in Improving Generation Z's Scientific</i> | 5%                  |

|   |                                                                      |                                                                                                                     |                                                                                                                                                             |                                   |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
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|   |                                                                      |                                                                                                                     |                                                                                                                                                             |                                   |                                    | <p><i>Literacy. Jurnal Pendidikan IPA Indonesia, 9(2), 248–256</i></p> <p><b>Materi:</b> Riset terkait asesmen dalam pembelajaran sains</p> <p><b>Pustaka:</b> Susiyawati, E., Sudibyo, E., &amp; Sari, D. (2021). <i>Development and Validation of an Instrument for Assessing Middle School Students' Critical Thinking Skills. The International Journal of Assessment and Evaluation, 28(2), 1–13</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                 |    |
| 2 | Memahami kode etik penelitian pendidikan sains dengan subjek manusia | <p>1. Mengembangkan instrumen kesediaan subjek penelitian</p> <p>2. Mengisi formulir permohonan etik penelitian</p> | <p><b>Kriteria:</b> Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipatif, Tes</p> | Project-based Learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <p><b>Materi:</b> Etika riset dengan subjek manusia</p> <p><b>Pustaka:</b> Resnik, D. B. (2018). <i>The Ethics of Research with Human Subjects: Protecting People, Advancing Science, Promoting Trust</i> (Vol. 74). Springer International Publishing</p> <p><b>Materi:</b> Etika riset dalam bidang pendidikan sains</p> <p><b>Pustaka:</b> Bazzul, J. (2016). <i>Ethics and Science Education: How Subjectivity Matters. Springer International Publishing</i></p> <p><b>Materi:</b> RCR terkait subjek manusia dalam penelitian</p> <p><b>Pustaka:</b> Horner, J., &amp; Minifie, F. D. (2011). <i>Research Ethics I: Responsible Conduct of Research (RCR) —Historical and Contemporary Issues Pertaining to Human and Animal Experimentation. Journal of Speech Language and Hearing Research, 54(1), S303–S329</i></p> | 5% |

|   |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                     |                                   |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 3 | <p>1. Memahami tata cara penulisan data dan referensi sesuai gaya selingkung APA 7th ed.</p> <p>2. Menerapkan pekerjaan prosedural untuk menggunakan perangkat lunak manajemen referensi untuk menulis referensi</p> | <p>1. Memahami tata cara penulisan data, kutipan, tabel, dan referensi sesuai gaya selingkung (APA 7th ed.)</p> <p>2. Memanfaatkan TIK untuk membantu penulisan kutipan dan referensi dengan software Mendeley</p> <p>3. Melakukan studi pendahuluan</p>                                      | <p><b>Kriteria:</b><br/>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif, Tes</p> | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <p><b>Materi:</b> APA style 7th ed.<br/><b>Pustaka:</b><br/><i>Schwartz, B. M., Landrum, R. E., &amp; Gurung, R. A. R. (2021). An easyguide to APA style (Fourth edition). SAGE</i></p> <hr/> <p><b>Materi:</b> Mendeley<br/><b>Pustaka:</b><br/><i>Gerritsen, C. M. (2018). Getting started with Mendeley. University of Twente</i></p>                                                                                                                                                                                                                                | 5% |
| 4 | Menerapkan pekerjaan prosedural untuk menulis pendahuluan dan latar belakang riset                                                                                                                                   | <p>1. Menulis pendahuluan dan latar belakang riset berdasarkan urgensi, gap research, solusi yang ditawarkan, dan tujuan dari riset</p> <p>2. Memanfaatkan TIK untuk melakukan penelusuran referensi pendukung pendahuluan dan latar belakang riset</p> <p>3. Melakukan studi pendahuluan</p> | <p><b>Kriteria:</b><br/>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p>      | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <p><b>Materi:</b> Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i></p> <hr/> <p><b>Materi:</b> Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Murray, R. (2004). Writing for academic journals. Open University Press</i></p> <hr/> <p><b>Materi:</b> Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Murray, R. (2002). How to write a thesis. Open University Press</i></p> | 5% |
| 5 | Menerapkan pekerjaan prosedural untuk menentukan rumusan masalah riset                                                                                                                                               | Menulis rumusan masalah riset yang sesuai dengan pendahuluan dan latar belakang                                                                                                                                                                                                               | <p><b>Kriteria:</b><br/>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p>      | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <p><b>Materi:</b> Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i></p> <hr/> <p><b>Materi:</b> Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Murray, R. (2004). Writing for academic journals. Open University Press</i></p>                                                                                                                                                                 | 5% |

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|  |  |  |  |  |  | <p><b>Materi:</b><br/>Pendahuluan dan latar belakang riset</p> <p><b>Pustaka:</b><br/><i>Murray, R. (2002). How to write a thesis. Open University Press</i></p> <hr/> <p><b>Materi:</b> Contoh metode riset</p> <p><b>Pustaka:</b><br/><i>Erman, E., Liliyasi, L., Ramdani, M., &amp; Wakhidah, N. (2020). Addressing Macroscopic Issues: Helping Student Form Associations Between Biochemistry and Sports and Aiding Their Scientific Literacy. International Journal of Science and Mathematics Education, 18(5), 831–853</i></p> <hr/> <p><b>Materi:</b> Contoh metode riset</p> <p><b>Pustaka:</b><br/><i>Widodo, W., Sudibyo, E., Suryanti, S., Sari, D. A. P., Inzanah, I., &amp; Setiawan, B. (2020). The Effectiveness of Gadget-Based Interactive Multimedia in Improving Generation Z's Scientific Literacy. Jurnal Pendidikan IPA Indonesia, 9(2), 248–256</i></p> <hr/> <p><b>Materi:</b> Contoh metode riset</p> <p><b>Pustaka:</b><br/><i>Susiyawati, E., Sudibyo, E., &amp; Sari, D. (2021). Development and Validation of an Instrument for Assessing Middle School Students' Critical Thinking Skills. The International Journal of Assessment and Evaluation, 28(2), 1–13</i></p> |
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| 6 | Menerapkan pekerjaan prosedural untuk menentukan dan menulis tinjauan pustaka yang sesuai dengan rumusan masalah riset | <p>1. Menulis tinjauan pustaka yang sesuai untuk menjawab masalah yang diangkat dalam riset</p> <p>2. Memanfaatkan TIK untuk melakukan penelusuran referensi tinjauan pustaka yang sesuai</p> | <p><b>Kriteria:</b><br/>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p> | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <p><b>Materi:</b><br/>Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i></p> <p><b>Materi:</b><br/>Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Murray, R. (2004). Writing for academic journals. Open University Press</i></p> <p><b>Materi:</b><br/>Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Murray, R. (2002). How to write a thesis. Open University Press</i></p>                                                                                                                                                                                  | 10% |
| 7 | Menerapkan pekerjaan prosedural untuk menentukan dan menulis metode yang sesuai dengan rumusan masalah riset           | <p>1. Menulis metode riset yang sesuai untuk menjawab masalah yang diangkat dalam riset</p> <p>2. Memanfaatkan TIK untuk melakukan penelusuran referensi metode riset yang sesuai</p>         | <p><b>Kriteria:</b><br/>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p> | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <p><b>Materi:</b><br/>Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i></p> <p><b>Materi:</b><br/>Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Murray, R. (2004). Writing for academic journals. Open University Press</i></p> <p><b>Materi:</b><br/>Pendahuluan dan latar belakang riset<br/><b>Pustaka:</b><br/><i>Murray, R. (2002). How to write a thesis. Open University Press</i></p> <p><b>Materi:</b> Contoh metode riset<br/><b>Pustaka:</b><br/><i>Erman, E., Liliyasi, L., Ramdani, M., &amp; Wakhidah, N. (2020). Addressing Macroscopic Issues: Helping</i></p> | 10% |

|   |   |                   |                                                                                                         |                                                                 |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |
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|   |   |                   |                                                                                                         |                                                                 |        | <p><i>Student Form Associations Between Biochemistry and Sports and Aiding Their Scientific Literacy. International Journal of Science and Mathematics Education, 18(5), 831–853</i></p> <hr/> <p><b>Materi:</b> Contoh metode riset<br/> <b>Pustaka:</b><br/> Widodo, W., Sudibyo, E., Suryanti, S., Sari, D. A. P., Inzanah, I., &amp; Setiawan, B. (2020). The Effectiveness of Gadget-Based Interactive Multimedia in Improving Generation Z's Scientific Literacy. <i>Jurnal Pendidikan IPA Indonesia</i>, 9(2), 248–256</p> <hr/> <p><b>Materi:</b> Contoh metode riset<br/> <b>Pustaka:</b><br/> Susiyawati, E., Sudibyo, E., &amp; Sari, D. (2021). Development and Validation of an Instrument for Assessing Middle School Students' Critical Thinking Skills. <i>The International Journal of Assessment and Evaluation</i>, 28(2), 1–13</p> |    |
| 8 | - | Sub-CPMK 1 s.d. 7 | <b>Kriteria:</b><br>Rubrik penilaian UTS<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja, Tes | Evaluasi Tengah Semester/Ujian Tengah Semester (UTS)<br>2 x 50' | -<br>- | <b>Materi:</b> -<br><b>Pustaka:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0% |

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| 9 | Mengomunikasikan ide penyelesaian proposal riset (seminar) dengan memanfaatkan teknologi informasi | 1.Menyusun file presentasi<br>2.Mempresentasikan proposal riset<br>3.Menanggap presentasi/pertanyaan<br>4.Melakukan revisi terhadap artikel/makalah berdasarkan saran | <b>Kriteria:</b><br>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <b>Materi:</b><br>Proposal riset<br><b>Pustaka:</b><br><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i><br><hr/> <b>Materi:</b><br>Sistematika proposal riset<br><b>Pustaka:</b><br><i>Murray, R. (2002). How to write a thesis. Open University Press</i><br><hr/> <b>Materi:</b> Isu kontemporer dalam pendidikan sains<br><b>Pustaka:</b><br><i>Akpan, B., Cavas, B., &amp; Kennedy, T. (Eds.). (2023). Contemporary Issues in Science and Technology Education (Vol. 56). Springer Nature Switzerland</i><br><hr/> <b>Materi:</b><br>Penyajian data, tabel, angka, kutipan, dan referensi<br><b>Pustaka:</b><br><i>Schwartz, B. M., Landrum, R. E., &amp; Gurung, R. A. R. (2021). An easyguide to APA style (Fourth edition). SAGE</i> | 5% |
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| 10 | Mengomunikasikan ide penyelesaian proposal riset (seminar) dengan memanfaatkan teknologi informasi | 1.Menyusun file presentasi<br>2.Mempresentasikan proposal riset<br>3.Menanggap presentasi/pertanyaan<br>4.Melakukan revisi terhadap artikel/makalah berdasarkan saran | <b>Kriteria:</b><br>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <b>Materi:</b><br>Proposal riset<br><b>Pustaka:</b><br><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i><br><hr/> <b>Materi:</b><br>Sistematika proposal riset<br><b>Pustaka:</b><br><i>Murray, R. (2002). How to write a thesis. Open University Press</i><br><hr/> <b>Materi:</b> Isu kontemporer dalam pendidikan sains<br><b>Pustaka:</b><br><i>Akpan, B., Cavas, B., &amp; Kennedy, T. (Eds.). (2023). Contemporary Issues in Science and Technology Education (Vol. 56). Springer Nature Switzerland</i><br><hr/> <b>Materi:</b><br>Penyajian data, tabel, angka, kutipan, dan referensi<br><b>Pustaka:</b><br><i>Schwartz, B. M., Landrum, R. E., &amp; Gurung, R. A. R. (2021). An easyguide to APA style (Fourth edition). SAGE</i> | 5% |
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| 11 | Mengomunikasikan ide penyelesaian proposal riset (seminar) dengan memanfaatkan teknologi informasi | 1.Menyusun file presentasi<br>2.Mempresentasikan proposal riset<br>3.Menanggap presentasi/pertanyaan<br>4.Melakukan revisi terhadap artikel/makalah berdasarkan saran | <b>Kriteria:</b><br>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <b>Materi:</b><br>Proposal riset<br><b>Pustaka:</b><br><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i><br><hr/> <b>Materi:</b><br>Sistematika proposal riset<br><b>Pustaka:</b><br><i>Murray, R. (2002). How to write a thesis. Open University Press</i><br><hr/> <b>Materi:</b> Isu kontemporer dalam pendidikan sains<br><b>Pustaka:</b><br><i>Akpan, B., Cavas, B., &amp; Kennedy, T. (Eds.). (2023). Contemporary Issues in Science and Technology Education (Vol. 56). Springer Nature Switzerland</i><br><hr/> <b>Materi:</b><br>Penyajian data, tabel, angka, kutipan, dan referensi<br><b>Pustaka:</b><br><i>Schwartz, B. M., Landrum, R. E., &amp; Gurung, R. A. R. (2021). An easyguide to APA style (Fourth edition). SAGE</i> | 5% |
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| 12 | Mengomunikasikan ide penyelesaian proposal riset (seminar) dengan memanfaatkan teknologi informasi | 1. Menyusun file presentasi<br>2. Mempresentasikan proposal riset<br>3. Menanggapi presentasi/pertanyaan<br>4. Melakukan revisi terhadap artikel/makalah berdasarkan saran | <b>Kriteria:</b><br>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <b>Materi:</b><br>Proposal riset<br><b>Pustaka:</b><br><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i><br><hr/> <b>Materi:</b><br>Sistematika proposal riset<br><b>Pustaka:</b><br><i>Murray, R. (2002). How to write a thesis. Open University Press</i><br><hr/> <b>Materi:</b> Isu kontemporer dalam pendidikan sains<br><b>Pustaka:</b><br><i>Akpan, B., Cavas, B., &amp; Kennedy, T. (Eds.). (2023). Contemporary Issues in Science and Technology Education (Vol. 56). Springer Nature Switzerland</i><br><hr/> <b>Materi:</b><br>Penyajian data, tabel, angka, kutipan, dan referensi<br><b>Pustaka:</b><br><i>Schwartz, B. M., Landrum, R. E., &amp; Gurung, R. A. R. (2021). An easyguide to APA style (Fourth edition). SAGE</i> | 10% |
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|----|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | Mengomunikasikan ide penyelesaian proposal riset (seminar) dengan memanfaatkan teknologi informasi | 1.Menyusun file presentasi<br>2.Mempresentasikan proposal riset<br>3.Menanggap presentasi/pertanyaan<br>4.Melakukan revisi terhadap artikel/makalah berdasarkan saran | <b>Kriteria:</b><br>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <b>Materi:</b><br>Proposal riset<br><b>Pustaka:</b><br><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i><br><hr/> <b>Materi:</b><br>Sistematika proposal riset<br><b>Pustaka:</b><br><i>Murray, R. (2002). How to write a thesis. Open University Press</i><br><hr/> <b>Materi:</b> Isu kontemporer dalam pendidikan sains<br><b>Pustaka:</b><br><i>Akpan, B., Cavas, B., &amp; Kennedy, T. (Eds.). (2023). Contemporary Issues in Science and Technology Education (Vol. 56). Springer Nature Switzerland</i><br><hr/> <b>Materi:</b><br>Penyajian data, tabel, angka, kutipan, dan referensi<br><b>Pustaka:</b><br><i>Schwartz, B. M., Landrum, R. E., &amp; Gurung, R. A. R. (2021). An easyguide to APA style (Fourth edition). SAGE</i> | 10% |
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| 14 | Mengomunikasikan ide penyelesaian proposal riset (seminar) dengan memanfaatkan teknologi informasi | 1.Menyusun file presentasi<br>2.Mempresentasikan proposal riset<br>3.Menanggap presentasi/pertanyaan<br>4.Melakukan revisi terhadap artikel/makalah berdasarkan saran | <b>Kriteria:</b><br>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>2 x 50' | Asynchronous dengan LMS<br>4 x 60' | <b>Materi:</b><br>Proposal riset<br><b>Pustaka:</b><br><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i><br><hr/> <b>Materi:</b><br>Sistematika proposal riset<br><b>Pustaka:</b><br><i>Murray, R. (2002). How to write a thesis. Open University Press</i><br><hr/> <b>Materi:</b> Isu kontemporer dalam pendidikan sains<br><b>Pustaka:</b><br><i>Akpan, B., Cavas, B., &amp; Kennedy, T. (Eds.). (2023). Contemporary Issues in Science and Technology Education (Vol. 56). Springer Nature Switzerland</i><br><hr/> <b>Materi:</b><br>Penyajian data, tabel, angka, kutipan, dan referensi<br><b>Pustaka:</b><br><i>Schwartz, B. M., Landrum, R. E., &amp; Gurung, R. A. R. (2021). An easyguide to APA style (Fourth edition). SAGE</i> | 10% |
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|----|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | Mengomunikasikan ide penyelesaian proposal riset (seminar) dengan memanfaatkan teknologi informasi | 1. Menyusun file presentasi<br>2. Mempresentasikan proposal riset<br>3. Menanggapi presentasi/pertanyaan<br>4. Melakukan revisi terhadap artikel/makalah berdasarkan saran | <b>Kriteria:</b><br>Ketepatan dan penguasaan sesuai indikator penilaian (rubrik penilaian)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>2 x 50'                             | Asynchronous dengan LMS<br>4 x 60' | <b>Materi:</b><br>Proposal riset<br><b>Pustaka:</b><br><i>Paltridge, B. &amp; Starfield, S. (2007). Thesis and dissertation writing in a second language: a handbook for supervisors. Routledge</i><br><br><b>Materi:</b><br>Sistematika proposal riset<br><b>Pustaka:</b><br><i>Murray, R. (2002). How to write a thesis. Open University Press</i><br><br><b>Materi:</b> Isu kontemporer dalam pendidikan sains<br><b>Pustaka:</b><br><i>Akpan, B., Cavas, B., &amp; Kennedy, T. (Eds.). (2023). Contemporary Issues in Science and Technology Education (Vol. 56). Springer Nature Switzerland</i><br><br><b>Materi:</b><br>Penyajian data, tabel, angka, kutipan, dan referensi<br><b>Pustaka:</b><br><i>Schwartz, B. M., Landrum, R. E., &amp; Gurung, R. A. R. (2021). An easyguide to APA style (Fourth edition). SAGE</i> | 10% |
| 16 | -                                                                                                  | Sub-CPMK 9 s.d. 15                                                                                                                                                         | <b>Kriteria:</b><br>Rubrik penilaian UAS<br><br><b>Bentuk Penilaian :</b><br>Tes                                                                                                                  | Evaluasi Akhir Semester/Ujian Akhir Semester (UTS)<br>2 x 50' | -<br>-                             | <b>Materi: -</b><br><b>Pustaka:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 0%  |

#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipatif                     | 67.5%      |
| 2. | Penilaian Hasil Project / Penilaian Produk | 27.5%      |
| 3. | Tes                                        | 5%         |
|    |                                            | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang 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.