

## RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK)                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | KODE                                                                                                                                                                                                                                                                                                                                              | Rumpun MK |                 | BOBOT (sks) |     |                           | SEMESTER | Tgl Penyusunan   |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|-------------|-----|---------------------------|----------|------------------|-----------|-------|-------|-------|-------|--------|----|--|--|--|--------|--|---|--|--|--------|---|---|---|---|--------|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|---|---|---|---|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|---|---|---|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|
| PLP-Pengembangan Rencana Pembelajaran                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1000003052                                                                                                                                                                                                                                                                                                                                        |           |                 | T=3         | P=0 | ECTS=4.77                 | 6        | 21 Februari 2026 |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| OTORISASI                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pengembang RPS                                                                                                                                                                                                                                                                                                                                    |           | Koordinator RMK |             |     | Koordinator Program Studi |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | TIM MBKM                                                                                                                                                                                                                                                                                                                                          |           | TIM MBKM        |             |     | UTARI DEWI                |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Model Pembelajaran                                               | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Capaian Pembelajaran (CP)                                        | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                                                                                                                                             |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPL-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                                                                                                                                                        |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPL-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan                                                                                                                                                |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPL-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mengembangkan diri secara berkelanjutan dan berkolaborasi.                                                                                                                                                                                                                                                                                        |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Memahami Komponen Perencanaan Pembelajaran (C2)                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Memiliki keterampilan Strategi Pengajaran Inovatif dan siap menerapkannya di kelas (P2)                                                                                                                                                                                                                                                           |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mampu mengevaluasi dan merefleksikan program pendidikan non formal di lembaga (C5)                                                                                                                                                                                                                                                                |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mampu mengevaluasi dan merefleksikan program pendidikan non formal di lembaga (C5)                                                                                                                                                                                                                                                                |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <table><tr><td>CPMK</td><td>CPL-1</td><td>CPL-2</td><td>CPL-3</td><td>CPL-4</td></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></table> |           |                 |             |     |                           |          |                  | CPMK      | CPL-1 | CPL-2 | CPL-3 | CPL-4 | CPMK-1 | ✓  |  |  |  | CPMK-2 |  | ✓ |  |  | CPMK-3 |   |   | ✓ |   | CPMK-4 |   |   |   | ✓ |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CPL-1                                                                                                                                                                                                                                                                                                                                             | CPL-2     | CPL-3           | CPL-4       |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ✓                                                                                                                                                                                                                                                                                                                                                 |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                   | ✓         |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-3                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   | ✓         |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-4                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |           | ✓               |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | <table><tr><th rowspan="2">CPMK</th><th colspan="16">Minggu Ke</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr><tr><td>CPMK-1</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td></tr></table> |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          | CPMK             | Minggu Ke |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        | 1 | 2 | 3 | 4 | 5      | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | CPMK-3 |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  | CPMK-4 |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |
| CPMK                                                             | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                  | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                                                                                                                                                                                                                                                                                                                                                 | 3         | 4               | 5           | 6   | 7                         | 8        | 9                | 10        | 11    | 12    | 13    | 14    | 15     | 16 |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-1                                                           | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓                                                                                                                                                                                                                                                                                                                                                 | ✓         | ✓               | ✓           | ✓   |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-2                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     | ✓                         | ✓        | ✓                | ✓         |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-3                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           | ✓     | ✓     | ✓     |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-4                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       | ✓     | ✓      | ✓  |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Deskripsi Singkat MK                                             | Mata kuliah ini memfasilitasi mahasiswa agar mampu menganalisis dan mengembangkan rencana pembelajaran dalam kegiatan PLP perkuliahan dilakukan dengan materi dan praktik. mahasiswa diterjunkan ke lapangan untuk mengajar yaitu di institusi pendidikan non formal agar mahasiswa memiliki pengalaman yang aktual mengenai pembelajaran. indikator keberhasilannya adalah jika mahasiswa mampu menyusun rencana pembelajaran dan dapat diterapkan dalam pembelajaran pendidikan non formal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Pustaka                                                          | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |           |                 |             |     |                           |          |                  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |

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| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                 |                                                                        |                                                                                                                                           |                                                                                  |                       |                                                                                                                                                                                                                                                       |                     |
| <ol style="list-style-type: none"> <li>Schoolar</li> <li>SINTA</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                 |                                                                        |                                                                                                                                           |                                                                                  |                       |                                                                                                                                                                                                                                                       |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                 | Prof. Dr. Andi Kristanto, S.Pd., M.Pd.<br>Hiranda Dimas Pradana, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Memahami konsep pengenalan lapangan sekolah     | Menganalisis kinerja pengenalan lapangan sekolah                       | <b>Kriteria:</b><br>Work PracticesKriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | perkuliahan<br>3 X 50                                                            | perkuliahan<br>3 X 50 | <b>Materi:</b> Lesson Plan Development<br><b>Pustaka:</b><br><i>Parker, M. K., &amp; Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i> | 3%                  |

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| 2 | Memahami konsep pengenalan lapangan sekolah | Menganalisis kinerja pengenalan lapangan sekolah         | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                                             | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b> Lesson Plan Development<br><b>Pustaka:</b><br><i>Parker, M. K., &amp; Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i> | 3% |
| 3 | Memahami konsep pengenalan lapangan sekolah | Analyze the performance of the school field introduction | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b> Lesson Plan Development<br><b>Pustaka:</b><br><i>Parker, M. K., &amp; Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i> | 3% |
| 4 | Memahami konsep pengenalan lapangan sekolah | Menganalisis kinerja pengenalan sekolah di lapangan      | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                                             | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b> Lesson Plan Development<br><b>Pustaka:</b><br><i>Parker, M. K., &amp; Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i> | 3% |

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| 5 | Memahami dan mampu menerapkan teknik pengenalan sekolah           | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>memahami dan mampu menerapkan teknik pengenalan pesekolahan<br><b>Pustaka:</b><br>Zainal, A. (2020). <i>Micro Teaching disertai dengan Pedoman Pengalaman Lapangan. PT Raja Grafindo Persada.</i><br><br><b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i> | 3% |
| 6 | understand and be able to apply schooling introduction techniques | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i>                                                                                                                                                                                                                            | 3% |
| 7 | Memahami dan mampu menerapkan teknik pengenalan sekolah           | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i>                                                                                                                                                                                                                            | 4% |

|   |                                                                   |                                                     |                                                                                                                                                                                                 |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |
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| 8 | UTS                                                               | UTS                                                 | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja                                                                   | UTS<br>3 X 50         | UTS<br>3 X 50         | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20% |
| 9 | understand and be able to apply schooling introduction techniques | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD.<br><br><b>Materi:</b> The Development of Learning Tools Through Question Student Have (QSH) Method in Tarikh Education to Improve Students' Self-Confidence<br><b>Pustaka:</b><br>Raniya, P. T., Susanto, S. F., Arqam, M. L., & Perawironegoro, D. (2024). <i>The Development of Learning Tools Through Question Student Have (QSH) Method in Tarikh Education to Improve Students' Self-Confidence</i> . Al-Tadzkiyyah: Jurnal Pendidikan Islam, 15(2), 311-328. | 4%  |

|    |                                                                   |                                                     |                                                                                                                                                                                                |                       |                       |                                                                                                                                                                                                                                                          |    |
|----|-------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 10 | understand and be able to apply schooling introduction techniques | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasi, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4% |
| 11 | Memahami dan mampu menerapkan teknik pengenalan sekolah           | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                                                                    | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4% |
| 12 | Memahami dan mampu menerapkan teknik pengenalan sekolah           | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasi, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja             | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4% |
| 13 | Memahami dan mampu menerapkan teknik pengenalan sekolah           | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasi, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja             | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4% |

|    |                                                                   |                                                     |                                                                                                                                                                                                |                       |                       |                                                                                                                                                                                                                                                          |     |
|----|-------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 14 | understand and be able to apply schooling introduction techniques | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasi, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4%  |
| 15 | Memahami dan mampu menerapkan teknik pengenalan sekolah           | Menganalisis kinerja pengenalan sekolah di lapangan | <b>Kriteria:</b><br>Kriteria Penilaian Partisipasi, Praktik Kerja<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                                                                    | perkuliahan<br>3 X 50 | perkuliahan<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4%  |
| 16 | UAS                                                               | UAS                                                 | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja                                                                  | UAS<br>3 X 50         | UAS<br>3 X 50         | <b>Materi:</b> all materials<br><b>Pustaka:</b> Davis, T. R., & Blackwell, R. S. (2020). <i>Lesson Planning in Student Teaching: Bridging Theory and Practice in Teacher Preparation. Journal of Curriculum and Instruction, 37(2), 112-124.</i>         | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasi                      | 6.65%      |
| 2. | Penilaian Hasil Project / Penilaian Produk | 33.15%     |
| 3. | Praktik / Unjuk Kerja                      | 60.15%     |
|    |                                            | 99.95%     |

#### Catatan

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

5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.