



**Universitas Negeri Surabaya**  
**Fakultas Matematika dan Ilmu Pengetahuan Alam**  
**Program Studi S2 Pendidikan Biologi**

Kode Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

| MATA KULIAH (MK)    | KODE           | Rumpun MK | BOBOT (sks)       | SEMESTER | Tgl Penyusunan            |
|---------------------|----------------|-----------|-------------------|----------|---------------------------|
| FILSAFAT PENDIDIKAN | 8410502026     |           | T=2 P=0 ECTS=4.48 | 1        | 22 November 2024          |
| OTORISASI           | Pengembang RPS |           | Koordinator RMK   |          | Koordinator Program Studi |
|                     | .....          |           | .....             |          | Prof. Dr. Yuliani, M.Si.  |

|  |  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|------|-----------|---|---|---|---|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Model Pembelajaran   | Case Study   |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Capaian Pembelajaran (CP)  | CPL-PRODI yang dibebankan pada MK  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Capaian Pembelajaran Mata Kuliah (CPMK)  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | CPMK - 1     Improving disingness to God through studying philosophy of knowledge (science)  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Matrik CPL - CPMK  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 50px; height: 20px;">CPMK</td></tr> <tr><td style="width: 50px; height: 20px;">CPMK-1</td></tr> </table>   | CPMK | CPMK-1    |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK   |  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-1   |  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) |  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px;">CPMK</td> <td colspan="16" style="text-align: center;">Minggu Ke</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>CPMK-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | CPMK | Minggu Ke |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK   | Minggu Ke  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1  | 2    | 3         | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-1   |  |      |           |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Deskripsi Singkat MK**     Study about the basics of philosophy, the foundation of ontology, epistemology, and accsiology of science as well as the principles and concepts of scientific methodology as a means of thinking to obtain correct knowledge including reasoning, logic, criteria of truth, assumptions, opportunities, limitations of science, scientific methods, deductive-inductive thinking, scientific language, the role of science in culture, interpretation of analytical results, and scientific writing. The material is delivered with a student-centered approach in presentation activities and discussions including reviewing some articles from journals related.

|                |                    |  |
|----------------|--------------------|--|
| <b>Pustaka</b> | <b>Utama :</b>     |  |
|                |                    | 1. Surajiyo. 2005. Ilmu Filsafat Suatu Pengantar. Jakarta: PT Bumi Aksara<br>2. Suriasumantri, JS. 1987. Filsafat Ilmu Sebuah Pengantar Populer. Jakarta. Pustaka Sinar Harapan. |
|                | <b>Pendukung :</b> |  |
|                |                    | 1. Artikel dari berbagai Jurnal yang relevan dengan materi   |

**Dosen Pengampu**     Prof.Dr. Yuni Sri Rahayu, M.Si.  
 Dr. Sifak Indana, M.Pd.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                               | Penilaian  |  | Bentuk 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      | Able to communicate understandings of the direction of philosophical thinking | a. Explaining the field of philosophy studyb. Explaining the branches of philosophyc. Explaining the scope of science philosophy | <b>Kriteria:</b><br>Suitable with the keywords get the maximum scoreWrong answer get score of 1No answer get score of 0<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Discussion: the meaning of philosophyPresentationStudent-centered learning<br>2 X 50 | -               | <b>Materi:</b> the meaning of philosophy<br><b>Pustaka:</b><br>Surajiyo. 2005. Ilmu Filsafat Suatu Pengantar. Jakarta: PT Bumi Aksara<br><br><b>Materi:</b> the meaning of philosophy<br><b>Pustaka:</b><br>Artikel dari berbagai Jurnal yang relevan dengan materi | 5%                  |

|   |   |   |   |  |   |   |    |
|---|---|---|---|--|---|---|----|
| 2 | Able to communicate understandings of the basics of knowledge, reasoning, logic and truth criterias | a. Explaining the meaning of reasoning<br>b. Explaining the meaning of logic.<br>c. Giving examples of knowledge sources.<br>d. Explaining the criteria for truth   | <b>Kriteria:</b><br>1. • Suitable with the keywords get the maximum score<br>2. • Wrong answer get score of 1<br>3. • No answer get score of 0<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Discussion: the basics of knowledge<br>Presentation<br>Student-centered learning<br>2 X 50 | - | <b>Materi:</b> the basics of knowledge<br><b>Pustaka:</b><br><i>Surajiyó. 2005. Ilmu Filsafat Suatu Pengantar. Jakarta: PT Bumi Aksara</i><br><br><b>Materi:</b> the basics of knowledge<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i> | 5% |
| 3 | Able to communicate the assessment or field study ontology in science                               | a. Explaining the meaning of metaphysics.<br>b. Explaining the meaning of assumptions.<br>c. Explaining the sense of opportunity.<br>d. Explaining some of science assumptionse.<br>e. Explaining the limitation of science | <b>Kriteria:</b><br>1. • Suitable with the keywords get the maximum score<br>2. • Wrong answer get score of 1<br>3. • No answer get score of 0<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Discussion: Ontology of science<br>Presentation<br>Student centered learning<br>2 X 50     | - | <b>Materi:</b> Ontology of science<br><b>Pustaka:</b><br><i>Surajiyó. 2005. Ilmu Filsafat Suatu Pengantar. Jakarta: PT Bumi Aksara</i><br><br><b>Materi:</b> Ontology of science<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i>         | 5% |
| 4 | Able to communicate an understanding of how to gain the right knowledge (epistemology of science)   | a. Explaining how to get the right knowledge.<br>b. Explaining the meaning of knowledge.<br>c. Explaining the steps of scientific methods.<br>d. Explaining the structure of scientific knowledge                           | <b>Kriteria:</b><br>1. • Suitable with the keywords get the maximum score<br>2. • Wrong answer get score of 1<br>3. • No answer get score of 0<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Discussion: Epistemology<br>Presentation<br>Student-centered learning<br>2 X 50            | - | <b>Materi:</b> Epistemologi<br><b>Pustaka:</b><br><i>Surajiyó. 2005. Ilmu Filsafat Suatu Pengantar. Jakarta: PT Bumi Aksara</i><br><br><b>Materi:</b> Epistemologi<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i>                       | 5% |
| 5 | Able to communicate an understanding of scientific means of thinking                                | a. Explaining scientific means of thinking.<br>b. Distinguishing scientific means of thinking, which include language, mathematics, and statistics.   | <b>Kriteria:</b><br>1. • Suitable with the keywords get the maximum score<br>2. • Wrong answer get score of 1<br>3. • No answer get score of 0<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Discussion: Scientific thinking<br>Presentation<br>Student-centered learning<br>2 X 50     | - | <b>Materi:</b> Scientific thinking<br><b>Pustaka:</b><br><i>Surajiyó. 2005. Ilmu Filsafat Suatu Pengantar. Jakarta: PT Bumi Aksara</i><br><br><b>Materi:</b> Scientific thinking<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i>         | 5% |

|   |  |  |  |  |   |  |     |
|---|--|--|--|--|---|--|-----|
| 6 | Understanding the usefulness of science (acsiology of science)                       | a. Explaining the usefulness of science (acsiology of science).<br>b. Analyzing the relationship between science and morals.<br>c. Analyzing the social responsibilities of scientists | <b>Kriteria:</b><br>Learning media assessment sheet<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif   | Discussion: Acsiologi of science<br>Presentation<br>Student-centered learning<br>2 X 50      |   | <b>Materi:</b><br>Acsiologi of science<br><b>Pustaka:</b><br>Surajiyo. 2005. <i>Ilmu Filsafat Suatu Pengantar</i> . Jakarta: PT Bumi Aksara<br><br><b>Materi:</b><br>Acsiologi of science<br><b>Pustaka:</b><br>Artikel dari berbagai Jurnal yang relevan dengan materi  | 5%  |
| 7 | Able to communicate an understanding of the relationship between science and Culture | a. Analyzing the relationship between science and culture  | <b>Kriteria:</b><br>1. • Suitable with the keywords get the maximum score<br>2. • Wrong answer get score of 1<br>3. • No answer get score of 0<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                        | Discussion: Science and human culture<br>Presentation<br>Student-centered learning<br>2 X 50 | - | <b>Materi:</b><br>Science and human culture<br><b>Pustaka:</b><br>Surajiyo. 2005. <i>Ilmu Filsafat Suatu Pengantar</i> . Jakarta: PT Bumi Aksara<br><br><b>Materi:</b><br>Science and human culture<br><b>Pustaka:</b><br>Artikel dari berbagai Jurnal yang relevan dengan materi  | 6%  |
| 8 | 1. Ujian tengah semester<br>2. UTS   | UTS 20%  | <b>Kriteria:</b><br>20%<br><br><b>Bentuk Penilaian :</b><br>Tes  | -<br>2 X 50  | - | <b>Materi:</b> the meaning of philosophy, the basics of knowledge, Ontology of science, Epistemologi, Scientific thinking, Acsiologi of science, Science and human culture<br><b>Pustaka:</b><br>Artikel dari berbagai Jurnal yang relevan dengan materi   | 10% |
| 9 | Explaining and analyzing the role of science in Culture                              | a. Analyzing the role of science.<br>b. Explaining cultural patterns   | <b>Kriteria:</b><br>1. • Suitable with the keywords get the maximum score<br>2. • Wrong answer get score of 1<br>3. • No answer get score of 0<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Discussion: The role of science<br>Presentation<br>Student-centered learning<br>2 X 50       | - | <b>Materi:</b> The role of science<br><b>Pustaka:</b><br>Surajiyo. 2005. <i>Ilmu Filsafat Suatu Pengantar</i> . Jakarta: PT Bumi Aksara<br><br><b>Materi:</b> The role of science<br><b>Pustaka:</b><br>Artikel dari berbagai Jurnal yang relevan dengan materi<br><br><b>Materi:</b><br>Science and language<br><b>Pustaka:</b><br>Surajiyo. 2005. <i>Ilmu Filsafat Suatu Pengantar</i> . Jakarta: PT Bumi Aksara | 6%  |

|    |  |  |   |  |   |   |    |
|----|--|--|---|--|---|---|----|
| 10 | Understanding the relationship between science and language              | a. Explaining the relationship between science and languageb. Explaining science terminology   | <b>Kriteria:</b><br>1. • Suitable with the keywords get the maximum score<br>2. • Wrong answer get score of 1<br>3. • No answer get score of 0<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Discussion: Science and languagePresentationStudent-centered learning<br>2 X 50  | - | <b>Materi:</b><br>Science and language<br><b>Pustaka:</b><br><i>Surajiyo. 2005. Ilmu Filsafat Suatu Pengantar. Jakarta: PT Bumi Aksara</i><br><br><b>Materi:</b><br>Science and language<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i>   | 5% |
| 11 | Understanding the importance of scientific research and academic writing | a. Explaining the structure of researchb. Explaining the criteria for a good problemsc. Formulating a research problem                                       | <b>Kriteria:</b><br>Performance assessment sheet<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif   | Discussion: Scientific research and academic writingArticle review<br>PresentationStudent-centered learning<br>2 X 50    |   | <b>Materi:</b><br>scientific research and academic writing<br><b>Pustaka:</b><br><i>Surajiyo. 2005. Ilmu Filsafat Suatu Pengantar. Jakarta: PT Bumi Aksara</i><br><br><b>Materi:</b><br>scientific research and academic writing<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i> | 6% |
| 12 | Understanding research methodology                                       | a. Explaining the outlining steps of a theoretical frameworkb. Explaining the hypothesis formulationc. Creating a hypothesis based on the problem formulated | <b>Kriteria:</b><br>Performance assessment sheet<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif   | Discussion: Research methodologyPresentationStudent-centered learningArticle review<br>2 X 50                            |   | <b>Materi:</b><br>Research methodology<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i>   | 6% |
| 13 | Able to communicate the research results                                 | a. Explaining the relationship between the variables studiedb. Explaining research method preparation techniquesc. Explaining data collection techniques     | <b>Kriteria:</b><br>Performance assessment sheet<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja  | Discussion: The relationship between the research variablesPresentationStudent-centered learningArticle review<br>2 X 50 |   | <b>Materi:</b> The relationship between the research variables<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i>   | 6% |
| 14 | Able to apply scientific writing techniques                              | a. Analyzing how the research data is writtenb. Analyzing how data analysis is writtenc. Explaining the interpretation of data analysis results              | <b>Kriteria:</b><br>Performance assessment sheet<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif   | Discussion: Scientific writing techniquesPresentationStudent-centered learningArticle review<br>2 X 50                   |   | <b>Materi:</b><br>Scientific writing techniques<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i>  | 5% |
| 15 | Able to apply scientific writing techniques                              | Mastering scientific writing techniques  | <b>Kriteria:</b><br>Performance assessment sheet<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja  | Discussion: Scientific writing techniquesPresentationStudent-centered learningArticle review<br>2 X 50                   |   | <b>Materi:</b><br>Scientific writing techniques<br><b>Pustaka:</b><br><i>Artikel dari berbagai Jurnal yang relevan dengan materi</i>  | 5% |

|    |                      |   |  |             |   |   |     |
|----|----------------------|---|--|-------------|---|---|-----|
| 16 | Ujian akhir semester | <p>1.a. Analyzing the relationship between science and religion,</p> <p>2.b. Analyzing the implementation of science and religion roles in science/biology education cases</p> <p>3.c. Analyzing the application of ethics, morality, and norm in scientific research</p> <p>4.d. Analyzing the application of ethics, morality, and norm in academic writing</p> <p>5.e. Analyzing the importance of scientific/biological education research (trend in biological research) Explaining the structure of research</p> <p>6.f. Analyzing the role of scientific/biological education research (trend in biological research)</p> <p>7.g. Synthesizing the outlining steps of a theoretical framework</p> <p>8.h. Creating the hypothesis formulation</p> <p>9.i. Creating a hypothesis based on the problem formulated</p> <p>10.j. Analyzing the relationship between the variables studied</p> <p>11.k. Analyzing research method preparation techniques</p> <p>12.l. Analyzing data collection techniques</p> <p>13.m. Analyzing how the research data is written</p> <p>14.n. Explaining the interpretation of data analysis results</p> <p>15.o. Mastering scientific writing techniques</p> | <p><b>Kriteria:</b><br/>UAS 30%</p> <p><b>Bentuk Penilaian :</b><br/>Tes</p> | -<br>2 X 50 | - | <p><b>Materi:</b><br/>Ruang lingkup metode penelitian dan penelitian terkini</p> <p><b>Pustaka:</b><br/>Artikel dari berbagai Jurnal yang relevan dengan materi</p> | 15% |
|----|----------------------|---|--|-------------|---|---|-----|

**Rekap Persentase Evaluasi : Case Study**

| No | Evaluasi               | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipasif | 66.5%      |
| 2. | Praktik / Unjuk Kerja  | 8.5%       |
| 3. | Tes                    | 25%        |
|    |                        | 100%       |

**Catatan**

- 1. Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- 2. CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- 3. CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- 4. Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- 5. Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- 6. Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- 7. Bentuk penilaian:** tes dan non-tes.
- 8. Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- 9. Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- 10. Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.

11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

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