



**Universitas Negeri Surabaya  
Fakultas Ilmu Pendidikan  
Program Studi S2 Pendidikan Dasar**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

| <b>MATA KULIAH (MK)</b>          | <b>KODE</b>   | <b>Rumpun MK</b>   | <b>BOBOT (sks)</b>   | <b>SEMESTER</b>                   | <b>Tgl Penyusunan</b> |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------------------------|---|--|--|-----------------------------------|-----------------------|------|--------|--------|--------|--------|----|----|----|----|----|------|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Pengembangan Kognitif            | 8612202097  | Mata Kuliah Wajib Program Studi  | T=2 P=0 ECTS=4.48  | 1                                 | 22 Agustus 2022       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>OTORISASI</b>                 | <b>Pengembang RPS</b>   | <b>Koordinator RMK</b>   |  | <b>Koordinator Program Studi</b>  |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  | Dr. Umi Anugerah Izzati, M.Psi, Psikolog  | Dr. Umi Anugerah Izzati, M.Psi, Psikolog   |  | Neni Mariana, S.Pd., M.Sc., Ph.D. |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Model Pembelajaran</b>        | Project Based Learning  |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Capaian Pembelajaran (CP)</b> | CPL-PRODI yang dibebankan pada MK   |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  | Capaian Pembelajaran Mata Kuliah (CPMK)   |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  | <b>CPMK - 1</b>   | Menjelaskan konsep dan implikasi perkembangan kognitif   |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  | <b>CPMK - 2</b>   | Menjelaskan bidang pengembangan kognitif dan teori pengembangan kognitif menurut para ahli   |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  | <b>CPMK - 3</b>   | Menjelaskan metode pembelajaran dan media pengembangan kognitif  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  | <b>CPMK - 4</b>   | Menjelaskan evaluasi dalam pengembangan pengembangan kognitif  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  | <b>Matrik CPL - CPMK</b>  |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  |   | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> <tr><td>CPMK-3</td></tr> <tr><td>CPMK-4</td></tr> </table>  |  |                                   |                       | CPMK | CPMK-1 | CPMK-2 | CPMK-3 | CPMK-4 |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK                             |   |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-1                           |   |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-2                           |   |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-3                           |   |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-4                           |   |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  | <b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>   |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  |   | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>CPMK-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <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> </tbody> </table> |  |                                   |                       |      |        |        |        |        |    |    |    |    |    | CPMK | Minggu Ke |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-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                           |   |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Deskripsi Singkat MK</b>      | Mata kuliah ini mengkaji tentang hakikat pengembangan kognitif, teori-teori pengembangan kognitif, metode dan alat evaluasi pengembangan kognitif, serta penerapan pengembangan kognitif pada anak usia dini. |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Pustaka</b>                   | <b>Utama :</b>  | <ol style="list-style-type: none"> <li>Lerner, R (2015) Handbook of child psychology and developmental science. Seven edition</li> <li>Hapsari, I (2016) Psikologi Perkembangan Anak. Jakarta : Indeks</li> </ol>  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  | <b>Pendukung :</b>  | <ol style="list-style-type: none"> <li>Piaget, J Inhelder B (2016) Psikologi Anak, Pustaka Pelajar</li> </ol>  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Dosen Pengampu</b>            | Dr. Umi Anugerah Izzati, M.Psi., Psikolog.  |  |  |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  |   | <b>Penilaian</b>   | <b>Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]</b> |                                   |                       |      |        |        |        |        |    |    |    |    |    |      |           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)        |   |  |   |                 | Materi Pembelajaran [ Pustaka ]   | Bobot Penilaian (%) |
|--------|--|---|--|---|-----------------|---|---------------------|
|        |  | Indikator   | Kriteria & Bentuk  | Luring (offline)  | Daring (online) |   |                     |
| (1)    | (2)  | (3)   | (4)  | (5)   | (6)             | (7)   | (8)                 |
| 1      | Memahami pengembangan kognitif                         | Menjelaskan ruang lingkup pengembangan kognitif   | <b>Kriteria:</b><br>1.Presentasi kelompok<br>2.Review dokumen makalah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |                 | <b>Materi:</b><br>Konsep pengembangan kognitif<br><b>Pustaka:</b><br><i>Hapsari, I (2016) Psikologi Perkembangan Anak. Jakarta : Indeks</i>   | 3%                  |
| 2      | Memahami konsep dan implikasinya pengembangan kognitif | Menjelaskan konsep dan implikasi dalam pengembangan kognitif  | <b>Kriteria:</b><br>1.Presentasi kelompok<br>2.Review dokumen makalah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |                 | <b>Materi:</b><br>Konsep dan implikasinya pengembangan kognitif<br><b>Pustaka:</b><br><i>Hapsari, I (2016) Psikologi Perkembangan Anak. Jakarta : Indeks</i>  | 2%                  |
| 3      | Memahami bidang pengembangan kognitif 1                | 1.Menjelaskan bidang pengembangan kognitif auditory<br>2.Menjelaskan bidang pengembangan kognitif visual<br>3.Menjelaskan bidang pengembangan kognitif taktil   | <b>Kriteria:</b><br>1.Presentasi kelompok<br>2.Review dokumen makalah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |                 | <b>Materi:</b> Bidang pengembangan kognitif auditory, visual dan taktil<br><b>Pustaka:</b><br><i>Hapsari, I (2016) Psikologi Perkembangan Anak. Jakarta : Indeks</i>  | 5%                  |
| 4      | Memahami bidang pengembangan kognitif 2                | 1.Menjelaskan bidang pengembangan kognitif kinestetik<br>2.Menjelaskan bidang pengembangan kognitif aritmatika<br>3.Menjelaskan bidang pengembangan kognitif geometri<br>4.Menjelaskan bidang pengembangan kognitif sains | <b>Kriteria:</b><br>1.Presentasi kelompok<br>2.Review dokumen makalah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |                 | <b>Materi:</b> Bidang pengembangan kognitif kinestetik, aritmatika, geometri, dan sains<br><b>Pustaka:</b><br><i>Lerner, R (2015) Handbook of child psychology and developmental science. Seven edition</i> | 3%                  |
| 5      | Memahami teori pengembangan kognitif Vygotsky          | 1.Mendalami teori pengembangan kognitif Vygotsky<br>2. Mengimplementasikan teori pengembangan kognitif Vygotsky   | <b>Kriteria:</b><br>1.Presentasi kelompok<br>2.Review dokumen makalah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |                 | <b>Materi:</b> Teori pengembangan kognitif Vygotsky<br><b>Pustaka:</b><br><i>Lerner, R (2015) Handbook of child psychology and developmental science. Seven edition</i>                                     | 2%                  |

|    |  |   |   |   |  |   |     |
|----|--|---|---|---|--|---|-----|
| 6  | Memahami teori pengembangan kognitif Vygotsky      | <ol style="list-style-type: none"> <li>1.Mendalami teori pengembangan kognitif Piaget</li> <li>2. Mengimplementasikan teori pengembangan kognitif Piaget</li> </ol>   | <p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Presentasi kelompok</li> <li>2.Review dokumen makalah</li> </ol> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |  | <p><b>Materi:</b> Teori pengembangan kognitif Piaget</p> <p><b>Pustaka:</b><br/>Lerner, R (2015)<br/><i>Handbook of child psychology and developmental science. Seven edition</i></p>                       | 2%  |
| 7  | Memahami teori pengembangan kognitif Jerome Bruner | <ol style="list-style-type: none"> <li>1.Mendalami teori pengembangan kognitif Jerome Bruner</li> <li>2. Mengimplementasikan teori pengembangan kognitif Jerome Bruner</li> </ol>   | <p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Presentasi kelompok</li> <li>2.Review dokumen makalah</li> </ol> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |  | <p><b>Materi:</b> Teori pengembangan kognitif Jerome Bruner</p> <p><b>Pustaka:</b><br/>Lerner, R (2015)<br/><i>Handbook of child psychology and developmental science. Seven edition</i></p>                | 3%  |
| 8  | Memahami teori pengembangan kognitif David Ausubel | <ol style="list-style-type: none"> <li>1.Mendalami teori pengembangan kognitif David Ausubel</li> <li>2. Mengimplementasikan teori pengembangan kognitif David Ausubel</li> </ol>   | <p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Presentasi kelompok</li> <li>2.Review dokumen makalah</li> </ol> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |  | <p><b>Materi:</b> Teori pengembangan kognitif David Ausubel</p> <p><b>Pustaka:</b><br/>Lerner, R (2015)<br/><i>Handbook of child psychology and developmental science. Seven edition</i></p>                | 3%  |
| 9  | UTS  | UTS   | <p><b>Kriteria:</b><br/>UTS</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p>   | UTS 2 x 50  |  | <p><b>Materi:</b> Materi Pertemuan 1-7</p> <p><b>Pustaka:</b><br/>Hapsari, I (2016)<br/><i>Psikologi Perkembangan Anak. Jakarta : Indeks</i></p>  | 20% |
| 10 | Memahami metode pembelajaran kognitif 1            | <ol style="list-style-type: none"> <li>1.Mendalami metode pembelajaran kognitif auditory, visual, dan taktil</li> <li>2.Menganalisis metode pembelajaran kognitif auditory, visual, dan taktil</li> </ol>                               | <p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Presentasi kelompok</li> <li>2.Review dokumen makalah</li> </ol> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |  | <p><b>Materi:</b> Metode pembelajaran kognitif auditory, visual dan taktil</p> <p><b>Pustaka:</b><br/>Piaget, J<br/><i>Inhelder B (2016)</i><br/><i>Psikologi Anak, Pustaka Pelajar</i></p>                 | 5%  |
| 11 | Memahami metode pembelajaran kognitif 1            | <ol style="list-style-type: none"> <li>1.Mendalami metode pembelajaran kognitif kinestetik, aritmatika, geometri, dan sains</li> <li>2.Menganalisis metode pembelajaran kognitif kinestetik, aritmatika, geometri, dan sains</li> </ol> | <p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Presentasi kelompok</li> <li>2.Review dokumen makalah</li> </ol> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |  | <p><b>Materi:</b> Metode pembelajaran kognitif kinestetik, aritmatika, geometri, dan sains</p> <p><b>Pustaka:</b><br/>Piaget, J<br/><i>Inhelder B (2016)</i><br/><i>Psikologi Anak, Pustaka Pelajar</i></p> | 5%  |

|    |  |  |  |   |  |  |     |
|----|--|--|--|---|--|--|-----|
| 12 | Memahami media pengembangan kognitif                       | Mengeksplorasi media pengembangan kognitif   | <b>Kriteria:</b><br>1.Presentasi kelompok<br>2.Review dokumen makalah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |  | <b>Materi:</b> Media pengembangan kognitif<br><b>Pustaka:</b><br><i>Lerner, R (2015) Handbook of child psychology and developmental science. Seven edition</i>                       | 5%  |
| 13 | Memahami model Taksonomi Bloom ranah kognitif              | 1.Mendalami model Taksonomi Bloom ranah kognitif<br>2.Mempraktekkan model Taksonomi Bloom ranah kognitif | <b>Kriteria:</b><br>1.Presentasi kelompok<br>2.Review dokumen makalah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |  | <b>Materi:</b> Model Taksonomi Bloom ranah kognitif<br><b>Pustaka:</b><br><i>Lerner, R (2015) Handbook of child psychology and developmental science. Seven edition</i>              | 5%  |
| 14 | Memahami hakikat dan konsep permainan matematika dan sains | Mendalami hakikat dan konsep permainan matematika dan sains  | <b>Kriteria:</b><br>1.Presentasi kelompok<br>2.Review dokumen makalah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |  | <b>Materi:</b> Hakikat dan konsep permainan matematika dan sains<br><b>Pustaka:</b><br><i>Lerner, R (2015) Handbook of child psychology and developmental science. Seven edition</i> | 2%  |
| 15 | Memahami Evaluasi dalam pengembangan kognitif              | Memberikan evaluasi dalam pengembangan kognitif  | <b>Kriteria:</b><br>1.Presentasi kelompok<br>2.Review dokumen makalah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Student Centered, exposition Discovery learning, diskusi dan tanya jawab 2 x 50 |  | <b>Materi:</b> Evaluasi dalam pengembangan kognitif<br><b>Pustaka:</b><br><i>Lerner, R (2015) Handbook of child psychology and developmental science. Seven edition</i>              | 5%  |
| 16 | UAS  | UAS  | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                           | UAS 2 x 50  |  | <b>Materi:</b> Materi Pertemuan 9-15<br><b>Pustaka:</b><br><i>Hapsari, I (2016) Psikologi Perkembangan Anak. Jakarta : Indeks</i>  | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipasif                     | 50%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50%        |
|    |  | 100%       |

#### Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.

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

RPS ini telah divalidasi pada tanggal

Koordinator Program Studi S2  
Pendidikan Dasar



Neni Mariana, S.Pd., M.Sc.,  
Ph.D.  
NIDN 0021118101

UPM Program Studi S2  
Pendidikan Dasar



NIDN



File PDF ini digenerate pada tanggal 14 Maret 2025 Jam 18.25 menggunakan aplikasi RPS-OBE SiDia Unesa