



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

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | SEMESTER | Tgl Penyesunan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Pengembangan Kreativitas dan Seni | 8612203098 | | T=3 P=0 ECTS=6.72 | 2 | 13 Maret 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | Koordinator Program Studi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Neni Mariana, S.Pd., M.Sc., Ph.D. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model Pembelajaran | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 1 | mahasiswa mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 | mahasiswa mampu Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 | mahasiswa mampu mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 4 | mahasiswa mampu Mengembangkan diri secara berkelanjutan dan berkolaborasi. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 5 | mahasiswa mampu Menguasai konsep pengembangan kurikulum, pertumbuhan dan perkembangan anak, teori belajar, seni kreativitas, model dan strategi pembelajaran serta asesmen anak usia dini dalam pengelolaan penyelenggaraan PAUD, yang dianalisis melalui berbagai kegiatan studi dan riset literasi digital untuk menghasilkan pengetahuan ilmiah dan praktik yang inovatif yang menjunjung nilai kemanusiaan; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPL - CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">CPMK</td></tr> <tr><td style="text-align: center;">CPMK-1</td></tr> <tr><td style="text-align: center;">CPMK-2</td></tr> <tr><td style="text-align: center;">CPMK-3</td></tr> <tr><td style="text-align: center;">CPMK-4</td></tr> <tr><td style="text-align: center;">CPMK-5</td></tr> </table> | | | | | CPMK | CPMK-1 | CPMK-2 | CPMK-3 | CPMK-4 | CPMK-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <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> <tr><td>CPMK-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </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-5 | | | | | | | | | | | | | | | | |
| CPMK | Minggu Ke | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deskripsi Singkat MK | Mata kuliah ini bertujuan memberikan keterampilan pada mahasiswa dalam merancang pembelajaran pendidikan seni dan kreativitas anak usia dini. Kajian meliputi : Hakikat Pendidikan Seni bagi Anak Usia Dini, Konsep Kreativitas anak usia dini, Kreativitas Musik, Kreativitas Tari, Kreativitas teater, Kreativitas Seni Rupa dan Kerajinan (menggambar, mewarnai, menggunting, melipat, menempel,dan lain-lain), Kreativitas Gerak pada Anak Usia Dini, serta rancangan pembelajaran seni untuk anak usia dini. Metode pembelajaran Ceramah, pembelajaran berbasis proyek, diskusi grup, dan simulasi. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pustaka | Utama : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1. David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux .

@font-face {font-family:"Cambria Math"; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-fontfamily:roman; mso-font-pitch:variable; mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face {fontfamily:"Arial MT"; panose-1:2 11 6 4 2 2 2 2 2 4; mso-font-charset:1; mso-generic-font-family:swiss; mso-font-pitch:variable; mso-font-signature:0 0 0 0 0 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-unhide:no; mso-style-qformat:yes; mso-style-parent:""; margin:0cm; mso-pagination:none; text-autospace:none; font-size:11.0pt; font-family:"Arial MT",sans-serif; mso-fareast-font-family:"Arial MT"; mso-bidi-font-family:"Arial MT"; msoansi-language:#0021;}p.MsoBodyText, li.MsoBodyText, div.MsoBodyText {mso-style-priority:1; mso-style-unhide:no; mso-style-qformat:yes; mso-style-link:"Body Text Char"; margin:0cm; mso-pagination:none; text-autospace:none; font-size:9.0pt; font-family:"Arial MT",sans-serif; mso-fareast-font-family:"Arial MT"; mso-bidi-font-family:"Arial MT"; msoansi-language:#0021;}span.BodyTextChar {mso-style-name:"Body Text Char"; mso-style-priority:1; mso-style-unhide:no; mso-style-locked:yes; mso-style-link:"Body Text"; mso-ansi-font-size:9.0pt; mso-bidi-font-size:9.0pt; fontfamily:"Arial MT",sans-serif; mso-ascii-font-family:"Arial MT"; mso-fareast-font-family:"Arial MT"; mso-hansi-fontfamily:"Arial MT"; mso-bidi-font-family:"Arial MT"; mso-ansi-language:#0021;}MsoChpDefault {mso-style-type:exportonly; mso-default-props:yes; font-size:11.0pt; mso-ansi-font-size:11.0pt; mso-bidi-font-size:11.0pt; fontfamily:"Calibri",sans-serif; mso-ascii-font-family:Calibri; mso-ascii-theme-font:minor-latin; mso-fareast-fontfamily:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Calibri; mso-hansi-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi; mso-ansi-language:ENUS;}MsoPapDefault {mso-style-type:export-only; mso-pagination:none; text-autospace:none;}div.WordSection1 {page:WordSection1}

Pendukung :

1. Ismail, A. (2006). Menjadi Cerdas dan Ceria dengan Permainan Edukatif. Yogyakarta: Pilar Media.
2. Slavin, R. (2006). Education Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.

Dosen Pengampu

Dr. Sri Setyowati, M.Pd.
Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D.

| 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 | Merumuskan hakikat pendidikan seni bagi anak usia dini | <ol style="list-style-type: none"> 1.Mampu menganalisis urgensi pendidikan seni bagi anak usia dini 2.Mampu menganalisis prinsip pendidikan seni anak usia dini 3.Mampu menganalisis tujuan dan fungsi pendidikan seni | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Baik sekali 85-100 2.Baik 75-84 3.Kurang 60-74 <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring 2x50 | | <p>Materi: hakikat pendidikan kreativitas dan seni bagi anak usia dini</p> <p>Pustaka: <i>Isbell, R. T., & Raines, S. C. (2007). Creativity and the Arts with Young Children Second Edition (Second). USA: Delmar Cengage Learning.</i></p> | 5% |
| 2 | Merumuskan hakikat pendidikan seni bagi anak usia dini | <ol style="list-style-type: none"> 1.Mampu menganalisis urgensi pendidikan seni bagi anak usia dini 2.Mampu menganalisis prinsip pendidikan seni anak usia dini 3.Mampu menganalisis tujuan dan fungsi pendidikan seni | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Baik sekali 85-100 2.Baik 75-84 3.Kurang 60-74 <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring 2x50 | | <p>Materi: hakikat pendidikan kreativitas dan seni bagi anak usia dini</p> <p>Pustaka: <i>Isbell, R. T., & Raines, S. C. (2007). Creativity and the Arts with Young Children Second Edition (Second). USA: Delmar Cengage Learning.</i></p> | 5% |

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| 3 | Merumuskan konsep kreativitas seni anak usia dini | <ol style="list-style-type: none"> 1.Mampu menganalisis konsep kreativitas anak usia dini 2.Mampu menganalisis ciriciri kreatif dan kiat-kiat menjadi kreatif 3.Mampu menganalisis faktor penghambat kreativitas | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Baik sekali 85-100 2.Baik 75-84 3.Kurang Baik 65-74 <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring 2x50 | | <p>Materi: Merumuskan konsep kreativitas anak usia dini</p> <p>Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> <hr/> <p>Materi: Merumuskan ciriciri kreatif dan kiat-kiat menjadi kreatif</p> <p>Pustaka: <i>Ismail, A. (2006). Menjadi Cerdas dan Ceria dengan Permainan Edukatif. Yokyakarta: Pilar Media.</i></p> <hr/> <p>Materi: Merumuskan faktor penghambat kreativitas</p> <p>Pustaka: <i>Slavin, R. (2006). Education Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</i></p> | 5% |
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| 4 | Merumuskan konsep kreativitas seni anak usia dini | <ol style="list-style-type: none"> 1.Mampu menganalisis konsep kreativitas anak usia dini 2.Mampu menganalisis ciriciri kreatif dan kiat-kiat menjadi kreatif 3.Mampu menganalisis faktor penghambat kreativitas | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Baik sekali 85-100 2.Baik 75-84 3.Kurang Baik 65-74 <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring 2x50 | | <p>Materi: Merumuskan konsep kreativitas anak usia dini Pustaka: David. dkk . 2015. <i>Teaching The Arts Early Childhood & Primary Education</i> . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. <i>The Art of Teaching Art to Children in School and at Home</i> . New York: Farrar, Straus and Giroux . @font-face {font-family:</p> <hr/> <p>Materi: Merumuskan ciriciri kreatif dan kiat-kiat menjadi kreatif Pustaka: Ismail, A. (2006). <i>Menjadi Cerdas dan Ceria dengan Permainan Edukatif</i>. Yokyakarta: Pilar Media.</p> <hr/> <p>Materi: Merumuskan faktor penghambat kreativitas Pustaka: Slavin, R. (2006). <i>Education Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</i></p> | 5% |
| 5 | Mengembangkan kreativitas seni anak usia dini | <ol style="list-style-type: none"> 1.Mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini 2.Mampu mempraktikan kegiatan pengembangan kreativitas gerak tari anak usia dini 3.Mampu mempraktikan kegiatan pengembangan kreativitas teater anak usia dini 4.Mampu | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Baik sekali 85-100 2.Baik 75-84 3.Kurang Baik 60 - 74 <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring 2x50 | | <p>Materi: Mengembangkan kreativitas musik anak usia dini Pustaka: David. dkk . 2015. <i>Teaching The Arts Early Childhood & Primary Education</i> . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. <i>The Art of Teaching Art to Children in School and at Home</i> . New</p> | 5% |

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| | | mempraktikan kegiatan pengembangan kreativitas seni rupa anak usia dini | | | <p><i>York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> <p>Materi: Mengembangkan kreativitas gerak tari anak usia dini</p> <p>Pustaka: <i>Ismail, A. (2006). Menjadi Cerdas dan Ceria dengan Permainan Edukatif. Yogyakarta: Pilar Media.</i></p> <p>Materi: Mengembangkan kreativitas teater anak usia dini</p> <p>Pustaka: <i>Slavin, R. (2006). Education Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</i></p> <p>Materi: Mengembangkan kreativitas seni rupa dan kerajinan anak usia dini</p> <p>Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> | |
| 6 | Mengembangkan kreativitas seni anak usia dini | <ol style="list-style-type: none"> 1.Mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini 2.Mampu mempraktikan kegiatan pengembangan kreativitas gerak tari anak usia dini 3.Mampu mempraktikan kegiatan pengembangan | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Baik sekali 85-100 2.Baik 75-84 3.Kurang Baik 60 - 74 <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring 2x50 | <p>Materi: Mengembangkan kreativitas musik anak usia dini</p> <p>Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of</i></p> | 5% |

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| | | <p>keaktivitas teater anak usia dini</p> <p>4.Mampu mempraktikkan kegiatan pengembangan kreativitas seni rupa anak usia dini</p> | | | <p><i>Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> <p>Materi: Mengembangkan kreativitas gerak tari anak usia dini</p> <p>Pustaka: <i>Ismail, A. (2006). Menjadi Cerdas dan Ceria dengan Permainan Edukatif. Yogyakarta: Pilar Media.</i></p> <p>Materi: Mengembangkan kreativitas teater anak usia dini</p> <p>Pustaka: <i>Slavin, R. (2006). Education Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</i></p> <p>Materi: Mengembangkan kreativitas seni rupa dan kerajinan anak usia dini</p> <p>Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> | |
| 7 | Mengembangkan kreativitas seni anak usia dini | <p>1.Mampu mempraktikkan kegiatan pengembangan kreativitas musik anak usia dini</p> <p>2.Mampu mempraktikkan kegiatan pengembangan kreativitas</p> | <p>Kriteria:</p> <p>1.Baik sekali 85-100</p> <p>2.Baik 75-84</p> <p>3.Kurang Baik 60 - 74</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Luring 2x50 | <p>Materi: Mengembangkan kreativitas musik anak usia dini</p> <p>Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney:</i></p> | 5% |

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| | | <p>gerak tari anak usia dini</p> <p>3.Mampu mempraktikkan kegiatan pengembangan kreativitas teater anak usia dini</p> <p>4.Mampu mempraktikkan kegiatan pengembangan kreativitas seni rupa anak usia dini</p> | | | <p>Cambridge University Press. Beal, Nancy. dkk . 2001. <i>The Art of Teaching Art to Children in School and at Home</i> . New York: Farrar, Straus and Giroux . @font-face {font-family:</p> <hr/> <p>Materi: Mengembangkan kreativitas gerak tari anak usia dini</p> <p>Pustaka: Ismail, A. (2006). <i>Menjadi Cerdas dan Ceria dengan Permainan Edukatif</i>. Yogyakarta: Pilar Media.</p> <hr/> <p>Materi: Mengembangkan kreativitas teater anak usia dini</p> <p>Pustaka: Slavin, R. (2006). <i>Education Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</i></p> <hr/> <p>Materi: Mengembangkan kreativitas seni rupa dan kerajinan anak usia dini</p> <p>Pustaka: David. dkk . 2015. <i>Teaching The Arts Early Childhood & Primary Education</i> . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. <i>The Art of Teaching Art to Children in School and at Home</i> . New York: Farrar, Straus and Giroux . @font-face {font-family:</p> |
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| 8 | Mahasiswa mampu memahami dan menguasai materi Pengembangan Kreativitas dan Seni dari pertemuan 1-7 | | Kriteria: 1.Baik sekali 85-100 2.Baik 75-84 3.Kurang Baik 60-74 Bentuk Penilaian : Tes | Luring 2x50 | | Materi: UTS Pustaka: David. dkk . 2015. <i>Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i> | 15% |
| 9 | Mahasiswa mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini | 1.Mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini 2.Mampu mempraktikan kegiatan pengembangan kreativitas gerak tari anak usia dini 3.Mampu mempraktikan kegiatan pengembangan kreativitas teater anak usia dini 4.Mampu mempraktikan kegiatan pengembangan kreativitas seni rupa anak usia dini | Kriteria: 1.Baik Sekali 85-100 2.Baik 75-84 3.Kurang Baik 60-74 Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Luring 2x50 | | Materi: Mengembangkan kreativitas musik anak usia dini Pustaka: David. dkk . 2015. <i>Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i> Materi: Mengembangkan kreativitas gerak tari anak usia dini Pustaka: Ismail, A. (2006). <i>Menjadi Cerdas dan Ceria dengan Permainan Edukatif. Yogyakarta: Pilar Media.</i> Materi: Mengembangkan kreativitas teater anak usia dini Pustaka: Slavin, R. (2006). <i>Education Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</i> | 5% |

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| | | | | | | <p>Materi: Mengembangkan kreativitas seni rupa dan kerajinan anak usia dini</p> <p>Pustaka: David. dkk . 2015. <i>Teaching The Arts Early Childhood & Primary Education</i> . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. <i>The Art of Teaching Art to Children in School and at Home</i> . New York: Farrar, Straus and Giroux . @font-face {font-family:</p> | |
| 10 | Mahasiswa mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini | <ol style="list-style-type: none"> 1.Mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini 2.Mampu mempraktikan kegiatan pengembangan kreativitas gerak tari anak usia dini 3.Mampu mempraktikan kegiatan pengembangan kreativitas teater anak usia dini 4.Mampu mempraktikan kegiatan pengembangan kreativitas seni rupa anak usia dini | <p>Kriteria:</p> <ol style="list-style-type: none"> 1 .Baik Sekali 85-100 2.Baik 75-84 3.Kurang Baik 60-74 <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Luring 2x50 | | <p>Materi: Mengembangkan kreativitas musik anak usia dini</p> <p>Pustaka: David. dkk . 2015. <i>Teaching The Arts Early Childhood & Primary Education</i> . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. <i>The Art of Teaching Art to Children in School and at Home</i> . New York: Farrar, Straus and Giroux . @font-face {font-family:</p> <hr/> <p>Materi: Mengembangkan kreativitas gerak tari anak usia dini</p> <p>Pustaka: Ismail, A. (2006). <i>Menjadi Cerdas dan Ceria dengan Permainan Edukatif</i>. Yogyakarta: Pilar Media.</p> <hr/> <p>Materi: Mengembangkan kreativitas teater anak usia dini</p> <p>Pustaka: Slavin, R. (2006). <i>Education Psychology</i>. USA: Alin & Bacon. Sternberg, R.J. (2005). <i>Creativity</i>. New York :</p> | 5% |

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| | | | | | | <p>Cambridge University Press.</p> <p>Materi: Mengembangkan kreativitas seni rupa dan kerajinan anak usia dini</p> <p>Pustaka: David. dkk . 2015. <i>Teaching The Arts Early Childhood & Primary Education</i> . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. <i>The Art of Teaching Art to Children in School and at Home</i> . New York: Farrar, Straus and Giroux . @font-face {font-family:</p> |
| 11 | Mahasiswa mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini | <ol style="list-style-type: none"> 1.Mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini 2.Mampu mempraktikan kegiatan pengembangan kreativitas gerak tari anak usia dini 3.Mampu mempraktikan kegiatan pengembangan kreativitas teater anak usia dini 4.Mampu mempraktikan kegiatan pengembangan kreativitas seni rupa anak usia dini | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Baik Sekali 85-100 2.Baik 75-84 3.Kurang Baik 60-74 <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Luring 2x50 | <p>Materi: Mengembangkan kreativitas musik anak usia dini</p> <p>Pustaka: David. dkk . 2015. <i>Teaching The Arts Early Childhood & Primary Education</i> . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. <i>The Art of Teaching Art to Children in School and at Home</i> . New York: Farrar, Straus and Giroux . @font-face {font-family:</p> <p>Materi: Mengembangkan kreativitas gerak tari anak usia dini</p> <p>Pustaka: Ismail, A. (2006). <i>Menjadi Cerdas dan Ceria dengan Permainan Edukatif</i>. Yogyakarta: Pilar Media.</p> <p>Materi: Mengembangkan kreativitas teater anak usia dini</p> <p>Pustaka: Slavin, R. (2006). <i>Education Psychology</i>. USA: Alin & Bacon.</p> | 5% |

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| | | | | | <p><i>Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</i></p> <p>Materi: Mengembangkan kreativitas seni rupa dan kerajinan anak usia dini</p> <p>Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> | |
| 12 | Mahasiswa mampu mempraktikkan kegiatan pengembangan kreativitas musik anak usia dini | <ol style="list-style-type: none"> 1.Mampu mempraktikkan kegiatan pengembangan kreativitas musik anak usia dini 2.Mampu mempraktikkan kegiatan pengembangan kreativitas gerak tari anak usia dini 3.Mampu mempraktikkan kegiatan pengembangan kreativitas teater anak usia dini 4.Mampu mempraktikkan kegiatan pengembangan kreativitas seni rupa anak usia dini | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Baik Sekali 85-100 2.Baik 75-84 3.Kurang Baik 60-74 <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Luring 2x50 | <p>Materi: Mengembangkan kreativitas musik anak usia dini</p> <p>Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> <p>Materi: Mengembangkan kreativitas gerak tari anak usia dini</p> <p>Pustaka: <i>Ismail, A. (2006). Menjadi Cerdas dan Ceria dengan Permainan Edukatif. Yokyakarta: Pilar Media.</i></p> <p>Materi: Mengembangkan kreativitas teater anak usia dini</p> <p>Pustaka: <i>Slavin, R. (2006). Education</i></p> | 5% |

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| | | | | | | <p>Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</p> <p>Materi: Mengembangkan kreativitas seni rupa dan kerajinan anak usia dini</p> <p>Pustaka: David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</p> |
| 13 | Mahasiswa mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini | <ol style="list-style-type: none"> 1.Mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini 2.Mampu mempraktikan kegiatan pengembangan kreativitas gerak tari anak usia dini 3.Mampu mempraktikan kegiatan pengembangan kreativitas teater anak usia dini 4.Mampu mempraktikan kegiatan pengembangan kreativitas seni rupa anak usia dini | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Baik Sekali 85-100 2.Baik 75-84 3.Kurang Baik 60-74 <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Luring 2x50 | <p>Materi: Mengembangkan kreativitas musik anak usia dini</p> <p>Pustaka: David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</p> <p>Materi: Mengembangkan kreativitas gerak tari anak usia dini</p> <p>Pustaka: Ismail, A. (2006). Menjadi Cerdas dan Ceria dengan Permainan Edukatif. Yogyakarta: Pilar Media.</p> <p>Materi: Mengembangkan kreativitas teater</p> | 5% |

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| 14 | Mahasiswa mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini | <ol style="list-style-type: none"> 1.Mampu mempraktikan kegiatan pengembangan kreativitas musik anak usia dini 2.Mampu mempraktikan kegiatan pengembangan kreativitas gerak tari anak usia dini 3.Mampu mempraktikan kegiatan pengembangan kreativitas teater anak usia dini 4.Mampu mempraktikan kegiatan pengembangan kreativitas seni rupa anak usia dini | <p>Kriteria: 1 .Baik Sekali 85-100 2.Baik 75-84 3.Kurang Baik 60-74</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Luring 2x50 | <p>Materi: Mengembangkan kreativitas musik anak usia dini Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> <p>Materi: Mengembangkan kreativitas gerak tari anak usia dini Pustaka: <i>Ismail, A. (2006). Menjadi Cerdas dan Ceria dengan Permainan Edukatif. Yokyakarta: Pilar Media.</i></p> | 5% |

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| | | | | | | <p>Materi: Mengembangkan kreativitas teater anak usia dini Pustaka: <i>Slavin, R. (2006). Education Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</i></p> <p>Materi: Mengembangkan kreativitas seni rupa dan kerajinan anak usia dini Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> |
| 15 | Mahasiswa mampu mempraktikkan kegiatan pengembangan kreativitas musik anak usia dini | <ol style="list-style-type: none"> 1.Mampu mempraktikkan kegiatan pengembangan kreativitas musik anak usia dini 2.Mampu mempraktikkan kegiatan pengembangan kreativitas gerak tari anak usia dini 3.Mampu mempraktikkan kegiatan pengembangan kreativitas teater anak usia dini 4.Mampu mempraktikkan kegiatan pengembangan kreativitas seni rupa anak usia dini | <p>Kriteria: 1.Baik Sekali 85-100 2.Baik 75-84 3.Kurang Baik 60-74</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Luring 2x50 | <p>Materi: Mengembangkan kreativitas musik anak usia dini Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> <p>Materi: Mengembangkan kreativitas gerak tari anak usia dini Pustaka: <i>Ismail, A. (2006). Menjadi Cerdas dan Ceria dengan</i></p> | 5% |

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| | | | | | | <p>Permainan Edukatif. Yogyakarta: Pilar Media.</p> <p>-----</p> <p>Materi: Mengembangkan kreativitas teater anak usia dini</p> <p>Pustaka: <i>Slavin, R. (2006). Education Psychology. USA: Alin & Bacon. Sternberg, R.J. (2005). Creativity. New York : Cambridge University Press.</i></p> <p>-----</p> <p>Materi: Mengembangkan kreativitas seni rupa dan kerajinan anak usia dini</p> <p>Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> |
| 16 | Mahasiswa memahami dan menguasai seluruh materi Penembangan Kreativitas dan Seni | Mengembangkan kreativitas seni anak usia dini | <p>Kriteria: Mengerjakan soal dengan tepat.</p> <p>Bentuk Penilaian : Tes</p> | Luring 2x50 | <p>Materi: UAS</p> <p>Pustaka: <i>David. dkk . 2015. Teaching The Arts Early Childhood & Primary Education . Sydney: Cambridge University Press. Beal, Nancy. dkk . 2001. The Art of Teaching Art to Children in School and at Home . New York: Farrar, Straus and Giroux . @font-face {font-family:</i></p> | 15% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipasif | 35% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 35% |
| 3. | Tes | 30% |
| | | 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 studinya 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=Tapat Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 3 Desember 2024

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