



Universitas Negeri Surabaya  
Program Studi S1 MKDU

Kode  
Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK)         | KODE           | Rumpun MK | BOBOT (sks)     |     |           | SEMESTER                  | Tgl Penyusunan   |
|--------------------------|----------------|-----------|-----------------|-----|-----------|---------------------------|------------------|
| SEMINAR HASIL PENELITIAN | 1000002166     |           | T=3             | P=0 | ECTS=4.77 | 3                         | 22 Desember 2025 |
| OTORISASI                | Pengembang RPS |           | Koordinator RMK |     |           | Koordinator Program Studi |                  |
|                          | TIM MBKM       |           | TIM MBKM        |     |           | .....                     |                  |

|                                                                  |                                         |                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|--------|--|---|--|--------|---|--|--|--------|--|--|---|--------|--|--|---|--------|--|--|---|--------|--|--|---|--|
| Model Pembelajaran                                               | Project Based Learning                  |                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
| Capaian Pembelajaran (CP)                                        | CPL-PRODI yang dibebankan pada MK       |                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | CPL-2                                   | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                                                                                                                                                                                                              |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | CPL-3                                   | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan                                                                                                                                                                                                      |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | CPL-4                                   | Mengembangkan diri secara berkelanjutan dan berkolaborasi.                                                                                                                                                                                                                                                                                                                                              |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | Capaian Pembelajaran Mata Kuliah (CPMK) |                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | CPMK - 1                                | Menjelaskan urgensi, struktur, dan prosedur pelaksanaan seminar hasil dalam konteks akademik.                                                                                                                                                                                                                                                                                                           |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | CPMK - 2                                | Menyusun dokumen seminar hasil penelitian dengan sistematika dan kaidah akademik yang benar                                                                                                                                                                                                                                                                                                             |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | CPMK - 3                                | Merevisi dan menyempurnakan bagian-bagian pokok laporan hasil penelitian secara logis dan analitis.                                                                                                                                                                                                                                                                                                     |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | CPMK - 4                                | Memaparkan hasil penelitian dalam forum seminar dengan komunikasi ilmiah dan penggunaan media presentasi yang tepat.                                                                                                                                                                                                                                                                                    |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | CPMK - 5                                | Memberikan tanggapan ilmiah atas kritik/saran dan melakukan revisi terhadap laporan hasil penelitian.                                                                                                                                                                                                                                                                                                   |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | CPMK - 6                                | Menginterpretasikan data dan temuan penelitian serta merumuskan implikasi teoretis dan praktis secara sistematis.                                                                                                                                                                                                                                                                                       |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  | Matrik CPL - CPMK                       |                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
|                                                                  |                                         | <table><tr><td>CPMK</td><td>CPL-2</td><td>CPL-3</td><td>CPL-4</td></tr><tr><td>CPMK-1</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-2</td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-4</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-5</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-6</td><td></td><td></td><td>✓</td></tr></table> | CPMK  | CPL-2 | CPL-3 | CPL-4 | CPMK-1 |  | ✓ |  | CPMK-2 | ✓ |  |  | CPMK-3 |  |  | ✓ | CPMK-4 |  |  | ✓ | CPMK-5 |  |  | ✓ | CPMK-6 |  |  | ✓ |  |
| CPMK                                                             | CPL-2                                   | CPL-3                                                                                                                                                                                                                                                                                                                                                                                                   | CPL-4 |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
| CPMK-1                                                           |                                         | ✓                                                                                                                                                                                                                                                                                                                                                                                                       |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
| CPMK-2                                                           | ✓                                       |                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
| CPMK-3                                                           |                                         |                                                                                                                                                                                                                                                                                                                                                                                                         | ✓     |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
| CPMK-4                                                           |                                         |                                                                                                                                                                                                                                                                                                                                                                                                         | ✓     |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
| CPMK-5                                                           |                                         |                                                                                                                                                                                                                                                                                                                                                                                                         | ✓     |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
| CPMK-6                                                           |                                         |                                                                                                                                                                                                                                                                                                                                                                                                         | ✓     |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) |                                         |                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |        |  |   |  |        |   |  |  |        |  |  |   |        |  |  |   |        |  |  |   |        |  |  |   |  |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <table><tr><th rowspan="2">CPMK</th><th colspan="16">Minggu Ke</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr><tr><td>CPMK-1</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><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><tr><td>CPMK-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table> | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Minggu Ke                                                                        |                                              |                                                                                                                                                                                                                                               |                     |   |   |    |    |    |    |    |    |    |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  | CPMK-4 |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  | CPMK-5 |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  | CPMK-6 |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---|---|----|----|----|----|----|----|----|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|---|---|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|---|---|---|---|---|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|
| 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-6               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                  |                                              |                                                                                                                                                                                                                                               |                     |   |   |    |    |    | ✓  | ✓  | ✓  | ✓  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Deskripsi Singkat MK | Mata kuliah Seminar Hasil Penelitian merupakan salah satu mata kuliah inti pada program Magister Pendidikan Luar Sekolah yang bertujuan membekali mahasiswa dengan kemampuan menyusun, menyajikan, dan mempertanggungjawabkan laporan hasil penelitian secara akademik. Melalui pendekatan Project Based Learning, mahasiswa diarahkan untuk menyiapkan dokumen seminar hasil secara sistematis mulai dari struktur penulisan, analisis data, pembahasan, hingga kesimpulan dan implikasi penelitian. Selain itu, mahasiswa juga dilatih untuk mengembangkan keterampilan komunikasi ilmiah dalam menyampaikan presentasi hasil penelitian di forum akademik serta memberikan tanggapan yang konstruktif terhadap kritik dan masukan. Mata kuliah ini menjadi ruang aktualisasi kompetensi riset dan kontribusi mahasiswa terhadap pengembangan keilmuan di bidang pendidikan luar sekolah. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                  |                                              |                                                                                                                                                                                                                                               |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Pustaka              | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <div>1. Bogdan, R. C., &amp; Biklen, S. K. (2007). <i>Qualitative Research for Education: An Introduction to Theory and Methods</i> (5th ed.). Pearson.</div> <div>2. Gay, L. R., Mills, G. E., &amp; Airasian, P. W. (2011). <i>Educational Research: Competencies for Analysis and Applications</i> (10th ed.). Pearson.</div> <div>3. Arikunto, S. (2013). <i>Prosedur Penelitian: Suatu Pendekatan Praktik</i>. Jakarta: Rineka Cipta.</div> <div>4. Hart, C. (1998). <i>Doing a Literature Review: Releasing the Social Science Research Imagination</i>. SAGE Publications.</div> <div>5. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed.). SAGE Publications.</div> <div>6. Neuman, W. L. (2014). <i>Social Research Methods: Qualitative and Quantitative Approaches</i> (7th ed.). Pearson.</div> <div>7. Miles, M. B., Huberman, A. M., &amp; Saldaña, J. (2014). <i>Qualitative Data Analysis: A Methods Sourcebook</i> (3rd ed.). SAGE Publications.</div> <div>8. Moleong, L. J. (2019). <i>Metodologi Penelitian Kualitatif</i> (Edisi Revisi). Bandung: Remaja Rosdakarya.</div> |                                                                                  |                                              |                                                                                                                                                                                                                                               |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                      | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <div>1. Hart, C. (1998). <i>Doing a Literature Review: Releasing the Social Science Research Imagination</i>. SAGE Publications.</div> <div>2. Zed, M. (2004). <i>Penelitian Kepustakaan: Langkah-Langkah Praktis</i>. Jakarta: Yayasan Obor Indonesia</div> <div>3. Arikunto, S. (2013). <i>Prosedur Penelitian: Suatu Pendekatan Praktik</i>. Jakarta: Rineka Cipta.</div> <div>4. Sugiyono. (2017). <i>Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&amp;D</i>. Bandung: Alfabeta.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                  |                                              |                                                                                                                                                                                                                                               |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
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| Dosen Pengampu       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                  |                                              |                                                                                                                                                                                                                                               |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Mg Ke-               | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                                              | Materi Pembelajaran [ Pustaka ]                                                                                                                                                                                                               | Bobot Penilaian (%) |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Kriteria & Bentuk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Luring (offline)                                                                 | Daring (online)                              |                                                                                                                                                                                                                                               |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| (1)                  | (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (5)                                                                              | (6)                                          | (7)                                                                                                                                                                                                                                           | (8)                 |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| 1                    | Memahami tujuan dan manfaat seminar hasil penelitian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Pengantar seminar hasil penelitian dan urgensinya                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Kriteria:</b><br>Memahami tujuan dan manfaat seminar hasil penelitian, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                  | Ceramah, dan diskusi online<br>13:00 - 15:30 | <b>Materi:</b><br>Pengantar seminar hasil penelitian dan urgensinya<br><br><b>Pustaka:</b><br><i>Bogdan, R. C., &amp; Biklen, S. K. (2007). Qualitative Research for Education: An Introduction to Theory and Methods (5th ed.). Pearson.</i> | 5%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |

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|---|---------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | Mampu menentukan topik penelitian yang layak      | Identifikasi topik dan fokus penelitian bidang PLS | <b>Kriteria:</b><br>Memahami tujuan dan manfaat seminar hasil penelitian, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Portofolio                                |  | Ceramah, diskusi online, dan forum daring<br>13:00 - 15:30                                     | <b>Materi:</b><br>Identifikasi topik dan fokus penelitian bidang PLS<br><b>Pustaka:</b><br>Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed.). SAGE Publications.         | 5% |
| 3 | Mampu menyusun latar belakang dan rumusan masalah | Kajian pustaka dan landasan teori                  | <b>Kriteria:</b><br>Memahami teknik penyusunan latar belakang dan rumusan masalah, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk |  | Ceramah, forum daring, dan latihan membuat latar belakang dan rumusan masalah<br>13:00 - 15:30 | <b>Materi:</b><br>Teknik penyusunan latar belakang dan rumusan masalah<br><b>Pustaka:</b><br>Bogdan, R. C., & Biklen, S. K. (2007). <i>Qualitative Research for Education: An Introduction to Theory and Methods</i> (5th ed.). Pearson. | 5% |
| 4 | Mampu mengembangkan kajian pustaka yang relevan   | Kajian pustaka dan landasan teori                  | <b>Kriteria:</b><br>Mampu mengembangkan kajian pustaka yang relevan, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                       |  | Diskusi artikel, bedah jurnal daring<br>13:00 - 15:30                                          | <b>Materi:</b> Kajian pustaka dan landasan teori<br><b>Pustaka:</b><br>Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). <i>Educational Research: Competencies for Analysis and Applications</i> (10th ed.). Pearson.                  | 5% |
| 5 | Mampu menyusun metodologi yang sesuai             | Metodologi penelitian yang sesuai dengan topik PLS | <b>Kriteria:</b><br>Mampu menyusun metodologi yang sesuai, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                                 |  | Simulasi dan pemaparan daring<br>13:00 - 15:30                                                 | <b>Materi:</b><br>Metodologi penelitian yang sesuai dengan topik PLS<br><b>Pustaka:</b><br>Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed.). SAGE Publications.         | 5% |

|   |                                                                 |                                               |                                                                                                                                                                                                                              |  |                                                                   |                                                                                                                                                                                                                                                    |     |
|---|-----------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 6 | Mampu merancang instrumen dan teknik analisis                   | Instrumen penelitian dan teknik analisis data | <b>Kriteria:</b><br>Mampu merancang instrumen dan teknik analisis, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                                         |  | Latihan pembuatan instrumen daring<br>13:00 - 15:30               | <b>Materi:</b><br>Instrumen penelitian dan teknik analisis data<br><b>Pustaka:</b><br>Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). <i>Qualitative Data Analysis: A Methods Sourcebook</i> (3rd ed.). SAGE Publications.                    | 5%  |
| 7 | Mampu menganalisis data dan menyusun temuan                     | Analisis data dan temuan awal                 | <b>Kriteria:</b><br>Mampu menganalisis data dan menyusun temuan, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                                           |  | Analisis data berbasis kasus<br>13:00 - 15:30                     | <b>Materi:</b><br>Analisis data dan temuan awal<br><b>Pustaka:</b><br>Moleong, L. J. (2019). <i>Metodologi Penelitian Kualitatif</i> (Edisi Revisi). Bandung: Remaja Rosdakarya.                                                                   | 5%  |
| 8 | Mampu menganalisis data dan menyusun temuan penelitian soal UTS | Ujian Tengah Semester                         | <b>Kriteria:</b><br>Mampu menganalisis data dan menyusun temuan dari soal UTS, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Tes                                                |  | Analisis data berbasis kasus<br>13:00 - 15:30                     | <b>Materi:</b><br>Menganalisis data dan menyusun temuan penelitian soal UTS<br><b>Pustaka:</b><br>Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). <i>Educational Research: Competencies for Analysis and Applications</i> (10th ed.). Pearson. | 15% |
| 9 | Mampu diskusi hasil dan pembahasan temuan                       | Mampu menyusun pembahasan yang logis          | <b>Kriteria:</b><br>Mampu diskusi hasil dan pembahasan temuan, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum, Praktik / Unjuk Kerja |  | Presentasi Individu menggunakan PPT, dan Diskusi<br>13:00 - 15:30 | <b>Materi:</b><br>Mampu menyusun pembahasan yang logis<br><b>Pustaka:</b><br>Arikunto, S. (2013). <i>Prosedur Penelitian: Suatu Pendekatan Praktik</i> . Jakarta: Rineka Cipta.                                                                    | 5%  |

|    |                                                                |                                                            |                                                                                                                                                                                                       |  |                                                                   |                                                                                                                                                                                                                                  |    |
|----|----------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 10 | Mampu mempresentasikan hasil penelitian secara efektif tahap 1 | Simulasi presentasi dan teknik komunikasi akademik tahap 1 | <b>Kriteria:</b><br>Mampu mempresentasikan hasil penelitian secara efektif tahap 1, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk |  | Presentasi Individu menggunakan PPT, dan Diskusi<br>13:00 - 15:30 | <b>Materi:</b><br>Simulasi presentasi dan teknik komunikasi akademik<br><b>Pustaka:</b><br>Hart, C. (1998). <i>Doing a Literature Review: Releasing the Social Science Research Imagination</i> . SAGE Publications.             | 5% |
| 11 | Mampu mempresentasikan hasil penelitian secara efektif tahap 2 | Simulasi presentasi dan teknik komunikasi akademik tahap 2 | <b>Kriteria:</b><br>Mampu mempresentasikan hasil penelitian secara efektif tahap 2, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk |  | Presentasi Individu menggunakan PPT, dan Diskusi<br>13:00 - 15:30 | <b>Materi:</b><br>Simulasi presentasi dan teknik komunikasi akademik<br><b>Pustaka:</b><br>Hart, C. (1998). <i>Doing a Literature Review: Releasing the Social Science Research Imagination</i> . SAGE Publications.             | 5% |
| 12 | Mampu menyelesaikan laporan hasil penelitian                   | Bimbingan finalisasi laporan hasil penelitian              | <b>Kriteria:</b><br>Mampu menyelesaikan laporan hasil penelitian, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                   |  | Konsultasi via WhatsApp dan zoom<br>13:00 - 15:30                 | <b>Materi:</b><br>Bimbingan finalisasi laporan hasil penelitian<br><b>Pustaka:</b><br>Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). <i>Qualitative Data Analysis: A Methods Sourcebook (3rd ed.)</i> . SAGE Publications. | 5% |
| 13 | Mampu menyiapkan seminar hasil sesuai pedoman                  | Persiapan seminar dan penyesuaian format laporan           | <b>Kriteria:</b><br>Mampu menyiapkan seminar hasil sesuai pedoman, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                          |  | Reviu laporan dan bimbingan daring<br>13:00 - 15:30               | <b>Materi:</b><br>Persiapan seminar dan penyesuaian format laporan<br><b>Pustaka:</b><br>Neuman, W. L. (2014). <i>Social Research Methods: Qualitative and Quantitative Approaches (7th ed.)</i> . Pearson.                      | 5% |

|    |                                                      |                                                      |                                                                                                                                                                 |  |                                                                |                                                                                                                                                                                                                                          |     |
|----|------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 14 | Mampu mempresentasikan hasil dalam forum seminar     | Pelaksanaan seminar hasil penelitian                 | <b>Kriteria:</b><br>Mampu mempresentasikan hasil dalam forum seminar, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk |  | Seminar daring via Zoom<br>13:00 - 15:30                       | <b>Materi:</b><br>Pelaksanaan seminar hasil penelitian<br><b>Pustaka:</b><br><i>Gay, L. R., Mills, G. E., &amp; Airasian, P. W. (2011). Educational Research: Competencies for Analysis and Applications (10th ed.). Pearson.</i>        | 5%  |
| 15 | Mampu merefleksikan proses dan hasil seminar         | Refleksi proses seminar dan evaluasi keseluruhan     | <b>Kriteria:</b><br>Mampu merefleksikan proses dan hasil seminar, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk     |  | Refleksi diskusi dan evaluasi daring via Zoom<br>13:00 - 15:30 | <b>Materi:</b><br>Refleksi proses seminar dan evaluasi keseluruhan<br><b>Pustaka:</b><br><i>Bogdan, R. C., &amp; Biklen, S. K. (2007). Qualitative Research for Education: An Introduction to Theory and Methods (5th ed.). Pearson.</i> | 5%  |
| 16 | Ujian Akhir Semester dan Presentasi Hasil Penelitian | Ujian Akhir Semester dan Presentasi Hasil Penelitian | <b>Kriteria:</b><br>Mampu merefleksikan proses dan hasil seminar, 75% benar.<br><br><b>Bentuk Penilaian :</b><br>Tes                                            |  | Ujian akhir semester<br>13:00 - 15:30                          | <b>Materi:</b> Ujian Akhir Semester dan Presentasi Hasil Penelitian<br><b>Pustaka:</b><br><i>Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches (7th ed.). Pearson.</i>                              | 15% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipatif                     | 18.75%     |
| 2. | Penilaian Hasil Project / Penilaian Produk | 53.75%     |
| 3. | Penilaian Portofolio                       | 2.5%       |
| 4. | Penilaian Praktikum                        | 1.25%      |
| 5. | Praktik / Unjuk Kerja                      | 1.25%      |
| 6. | Tes                                        | 22.5%      |
|    |                                            | 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.