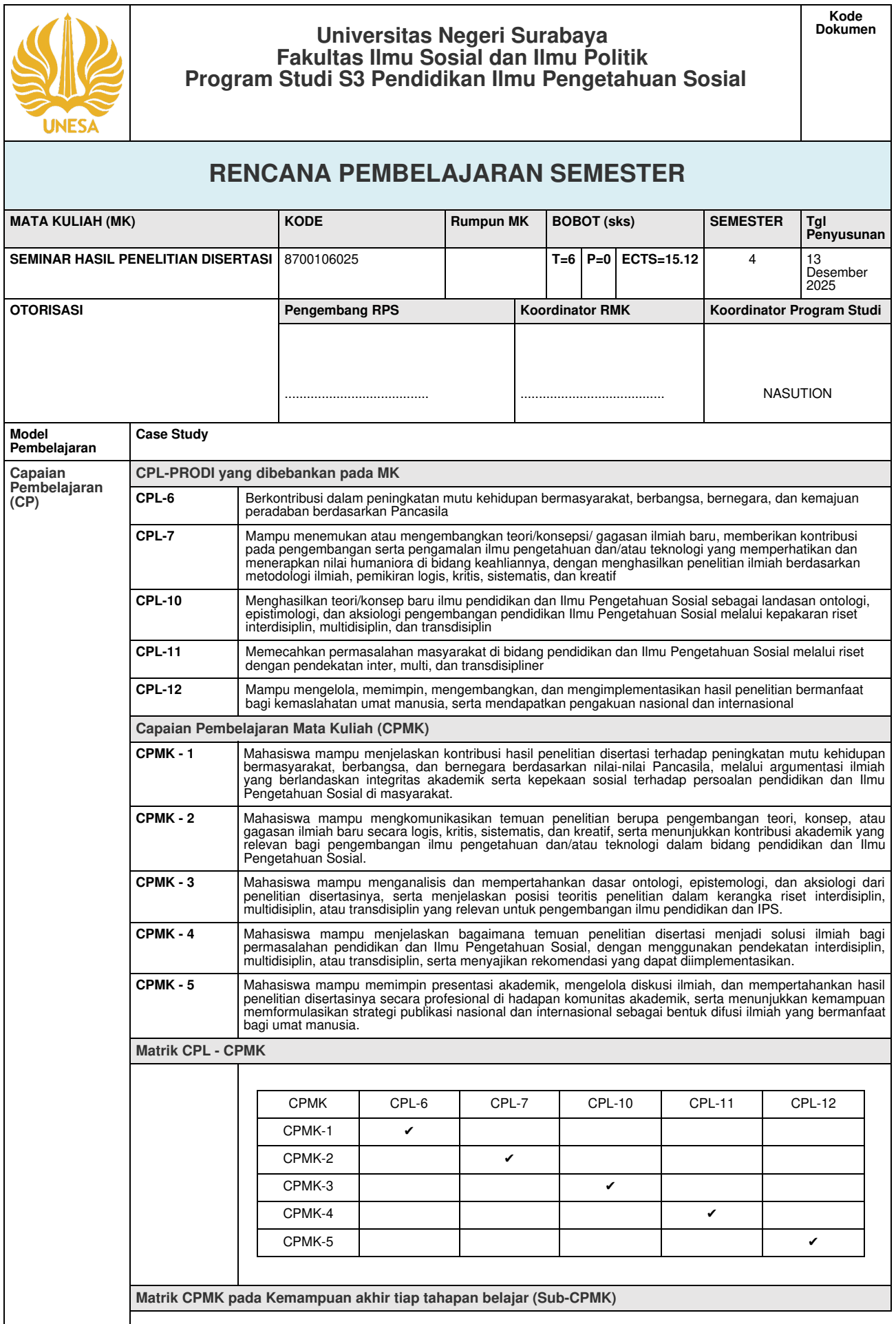




|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |   |                                                                                  |                 |   |   |                                 |    |                     |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
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|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>CPMK-1</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><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></table> | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Minggu Ke |   |                                                                                  |                 |   |   |                                 |    |                     |    |    |    |    |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | CPMK-4 |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  | CPMK-5 |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |
| CPMK                 | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |   |                                                                                  |                 |   |   |                                 |    |                     |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4         | 5 | 6                                                                                | 7               | 8 | 9 | 10                              | 11 | 12                  | 13 | 14 | 15 | 16 |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-1               | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |   |                                                                                  |                 |   |   |                                 |    |                     |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-2               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓         | ✓ | ✓                                                                                |                 |   |   |                                 |    |                     |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-3               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |   |                                                                                  | ✓               | ✓ | ✓ |                                 |    |                     |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-4               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |   |                                                                                  |                 |   |   | ✓                               | ✓  | ✓                   |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-5               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |   |                                                                                  |                 |   |   |                                 |    |                     | ✓  | ✓  | ✓  | ✓  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Deskripsi Singkat MK | Mata kuliah Seminar Hasil Penelitian Disertasi merupakan mata kuliah wajib pada jenjang S3 Program Studi Pendidikan Ilmu Pengetahuan Sosial yang bertujuan untuk memfasilitasi mahasiswa dalam mempresentasikan dan mendiskusikan hasil penelitian disertasinya. Mata kuliah ini berfokus pada penyampaian temuan penelitian, metodologi, analisis data, serta implikasi teoritis dan praktis dari penelitian disertasi dalam bidang pendidikan IPS. Melalui forum seminar, mahasiswa akan mendapatkan umpan balik konstruktif dari dosen pembimbing, penguji, dan peserta seminar untuk penyempurnaan hasil penelitian. Ruang lingkup mata kuliah mencakup presentasi proposal penelitian, hasil sementara, dan hasil akhir disertasi dengan pendekatan multidisiplin dalam pendidikan IPS, termasuk aspek kurikulum, pembelajaran, evaluasi, dan kebijakan pendidikan IPS. Tujuan utama mata kuliah ini adalah untuk mengembangkan kemampuan mahasiswa dalam mengomunikasikan hasil penelitian secara akademis, mempertahankan argumentasi ilmiah, serta menyiapkan naskah disertasi yang berkualitas dan siap untuk dipublikasikan. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |   |                                                                                  |                 |   |   |                                 |    |                     |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Pustaka              | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <div>1. Creswell, J. W., &amp; Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.</div> <div>2. Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications</div> <div>3. Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</div> <div>4. Merriam, S. B., &amp; Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.</div> <div>5. Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.</div> <div>6. Braun, V., &amp; Clarke, V. (2022). Thematic analysis: A practical guide. SAGE Publications.</div> <div>7. Miles, M. B., Huberman, A. M., &amp; Saldaña, J. (2019). Qualitative data analysis: A methods sourcebook (4th ed.). SAGE Publications.</div> <div>8. Flick, U. (2018). An introduction to qualitative research (6th ed.). SAGE Publications.</div> <div>9. Gibbs, G. R. (2018). Analyzing qualitative data (2nd ed.). SAGE Publications.</div> <div>10. Hartley, J. (2008). Academic writing and publishing: A practical handbook. Routledge.</div> |           |   |                                                                                  |                 |   |   |                                 |    |                     |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                      | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |   |                                                                                  |                 |   |   |                                 |    |                     |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
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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 (%) |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
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| (1)                  | (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | (4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |   | (5)                                                                              | (6)             |   |   | (7)                             |    | (8)                 |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |

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| 1 | <p>1. Mahasiswa mampu mengevaluasi kesesuaian struktur hasil penelitian disertasi dengan standar akademik dan nilai-nilai Pancasila sebagai dasar kontribusi ilmiah bagi peningkatan kualitas kehidupan masyarakat.</p> <p>2. Mahasiswa mampu merancang perbaikan sistematis terhadap struktur penulisan hasil penelitian disertasi untuk meningkatkan relevansi sosial, kebermanfaatan publik, dan kontribusi akademik pada level nasional.</p> | <p>1) Ketepatan evaluasi struktur ilmiah disertasi. 2) Kualitas rancangan perbaikan struktur berbasis evidence. 3) Keterkaitan rekomendasi dengan nilai kemanusiaan dan keadilan Pancasila.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p> | <p>Offline<br/>6x50<br/>SKS</p> | <p><b>Materi:</b><br/>Struktur dan Standar Penulisan Hasil Penelitian Disertasi<br/><b>Pustaka:</b><br/><i>Creswell, J. W., &amp; Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Struktur dan Standar Penulisan Hasil Penelitian Disertasi<br/><b>Pustaka:</b><br/><i>Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications</i></p> <hr/> <p><b>Materi:</b><br/>Struktur dan Standar Penulisan Hasil Penelitian Disertasi<br/><b>Pustaka:</b><br/><i>Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Struktur dan Standar Penulisan Hasil Penelitian Disertasi<br/><b>Pustaka:</b><br/><i>Merriam, S. B., &amp; Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.</i></p> | 5% |
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| 2 | <p>1. Mahasiswa mampu mengevaluasi kualitas penyajian temuan penelitian yang mencakup kejelasan data, logika analisis, dan kontribusi ilmiah bagi pengembangan teori atau konsep baru dalam bidang pendidikan dan IPS.</p> <p>2. Mahasiswa mampu merumuskan model penyajian temuan penelitian yang lebih sistematis, inovatif, dan kritis sehingga menghasilkan pembaruan konseptual yang relevan dengan perkembangan ilmu pengetahuan.</p> | <p>1) Ketepatan analisis kualitas penyajian temuan. 2) Kejelasan rancangan model penyajian temuan yang baru. 3) Kebaruan (novelty) konsep yang dikembangkan.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p> | <p>Offline<br/>6x50<br/>SKS</p> | <p><b>Materi:</b> Teknik Menyusun Bab Temuan Penelitian (Findings) secara Akademik<br/><b>Pustaka:</b><br/><i>Merriam, S. B., &amp; Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.</i></p> <hr/> <p><b>Materi:</b> Teknik Menyusun Bab Temuan Penelitian (Findings) secara Akademik<br/><b>Pustaka:</b><br/><i>Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b> Teknik Menyusun Bab Temuan Penelitian (Findings) secara Akademik<br/><b>Pustaka:</b><br/><i>Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications</i></p> <hr/> <p><b>Materi:</b> Teknik Menyusun Bab Temuan Penelitian (Findings) secara Akademik<br/><b>Pustaka:</b><br/><i>Creswell, J. W., &amp; Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.</i></p> | 5% |
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| 3 | <p>1. Mahasiswa mampu mengevaluasi teknik analisis data lanjutan, baik kualitatif maupun kuantitatif, untuk menentukan ketepatan interpretasi temuan yang dapat memperkuat pengembangan teori baru.</p> <p>2. Mahasiswa mampu mengembangkan strategi analisis data lanjutan yang menghasilkan insight akademik baru sehingga temuan penelitian dapat digunakan sebagai dasar konseptual yang kuat.</p> | <p>1) Ketepatan evaluasi metode analisis lanjutan.<br/>2) Kualitas interpretasi data.<br/>3) Tingkat kebaruan insight akademik.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p> | <p>Offline<br/>6x50<br/>SKS</p> | <p><b>Materi:</b><br/>Analisis Data Lanjutan (Qualitative &amp; Quantitative Advanced Analysis)<br/><b>Pustaka:</b><br/><i>Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Analisis Data Lanjutan (Qualitative &amp; Quantitative Advanced Analysis)<br/><b>Pustaka:</b><br/><i>Merriam, S. B., &amp; Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.</i></p> <hr/> <p><b>Materi:</b><br/>Analisis Data Lanjutan (Qualitative &amp; Quantitative Advanced Analysis)<br/><b>Pustaka:</b><br/><i>Creswell, J. W., &amp; Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Analisis Data Lanjutan (Qualitative &amp; Quantitative Advanced Analysis)<br/><b>Pustaka:</b><br/><i>Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications</i></p> | 5% |
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| 4 | <p>1. Mahasiswa mampu menganalisis perbedaan antara temuan utama dan temuan tambahan serta mengevaluasi kontribusinya terhadap pemahaman ilmiah baru dalam bidang pendidikan dan IPS</p> <p>2. Mahasiswa mampu merumuskan struktur temuan penelitian yang konsisten, logis, dan mampu menghasilkan implikasi teoretis baru bagi pengembangan keilmuan.</p> | <p>1) Ketajaman klasifikasi temuan. 2) Konsistensi logika antar-temuan. 3) Produksi implikasi teoretis baru.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p> | <p>Offline<br/>6x50<br/>SKS</p> | <p><b>Materi:</b><br/>Formulasi Temuan Utama dan Temuan Tambahan (Major &amp; Minor Findings)<br/><b>Pustaka:</b><br/><i>Braun, V., &amp; Clarke, V. (2022). Thematic analysis: A practical guide. SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Formulasi Temuan Utama dan Temuan Tambahan (Major &amp; Minor Findings)<br/><b>Pustaka:</b> <i>Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Formulasi Temuan Utama dan Temuan Tambahan (Major &amp; Minor Findings)<br/><b>Pustaka:</b> <i>Merriam, S. B., &amp; Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.</i></p> <hr/> <p><b>Materi:</b><br/>Formulasi Temuan Utama dan Temuan Tambahan (Major &amp; Minor Findings)<br/><b>Pustaka:</b> <i>Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications</i></p> | 5% |
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| 5 | <p>1. Mahasiswa mampu mengevaluasi kualitas pembahasan penelitian melalui analisis hubungan antara temuan, teori pendukung, dan konteks penelitian untuk menghasilkan argumentasi ilmiah yang kuat.</p> <p>2. Mahasiswa mampu mengembangkan model pembahasan yang logis, teoretis, dan komprehensif sehingga menghasilkan sintesis baru yang memperkaya perkembangan konsep atau teori pendidikan dan IPS.</p> | <p>1) Kesesuaian pembahasan dengan temuan.<br/>2) Kedalaman sintesis teoretis.<br/>3) Kekuatan argumentatif dalam mengembangkan konsep baru.</p> | <b>Kriteria:</b><br>Partisipasi dan Tugas | Offline<br>6x50<br>SKS | <p><b>Materi:</b> Teknik Menyusun Pembahasan (Discussion) yang Kritis, Sistematis, dan Teoretis<br/><b>Pustaka:</b><br/><i>Merriam, S. B., &amp; Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.</i></p> <p><b>Materi:</b> Teknik Menyusun Pembahasan (Discussion) yang Kritis, Sistematis, dan Teoretis<br/><b>Pustaka:</b><br/><i>Creswell, J. W., &amp; Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.</i></p> <p><b>Materi:</b> Teknik Menyusun Pembahasan (Discussion) yang Kritis, Sistematis, dan Teoretis<br/><b>Pustaka:</b><br/><i>Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications</i></p> <p><b>Materi:</b> Teknik Menyusun Pembahasan (Discussion) yang Kritis, Sistematis, dan Teoretis<br/><b>Pustaka:</b><br/><i>Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</i></p> | 5% |
| 6 | 1. Mahasiswa mampu menganalisis keterkaitan antara temuan penelitian dengan teori utama,                                                                                                                                                                                                                                                                                                                       | 1) Akurasi analisis keterkaitan teori–temuan. 2) Kesesuaian integrasi dengan                                                                     | <b>Kriteria:</b><br>Partisipasi dan Tugas | Offline<br>6x50<br>SKS | <b>Materi:</b><br>Keterkaitan Temuan dengan Kerangka                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 5% |

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|  | <p>konsep relevan, dan riset terkini untuk mengevaluasi posisi kontribusi ilmiah penelitian.</p> <p>2. Mahasiswa mampu mengintegrasikan temuan penelitian dengan teori dan penelitian mutakhir untuk menghasilkan pemikiran ilmiah baru yang memiliki relevansi akademik dan kebaruan signifikan.</p> | <p>riset terkini. 3) Kebaruan konsep yang dihasilkan.</p> |  |  |  | <p>Teori, Konsep, dan State-of-the-Art Research</p> <p><b>Pustaka:</b><br/> <i>Braun, V., &amp; Clarke, V. (2022). Thematic analysis: A practical guide. SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>           Keterkaitan Temuan dengan Kerangka Teori, Konsep, dan State-of-the-Art Research</p> <p><b>Pustaka:</b><br/> <i>Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>           Keterkaitan Temuan dengan Kerangka Teori, Konsep, dan State-of-the-Art Research</p> <p><b>Pustaka:</b><br/> <i>Creswell, J. W., &amp; Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>           Keterkaitan Temuan dengan Kerangka Teori, Konsep, dan State-of-the-Art Research</p> <p><b>Pustaka:</b><br/> <i>Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications</i></p> |  |
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| 7 | <p>1. Mahasiswa mampu mengevaluasi kedalaman landasan ontologis, epistemologis, dan aksiologis yang digunakan dalam penelitiannya untuk menentukan koherensi dan kekuatan filosofis penelitian.</p> <p>2. Mahasiswa mampu mengembangkan argumentasi filosofis yang menjelaskan posisi ilmiah penelitian secara lebih komprehensif dalam kerangka riset interdisiplin, multidisiplin, dan transdisiplin.</p> | <p>1) Kejelasan analisis filosofi penelitian. 2) Kedalaman argumentasi epistemologis. 3) Keselarasan aksiologi dengan tujuan ilmiah dan sosial.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p>                            | <p>Offline<br/>6x50<br/>SKS</p> |  | <p><b>Materi:</b><br/>Landasan Ontologis, Epistemologis, dan Aksiologis dalam Seminar Hasil Penelitian<br/><b>Pustaka:</b> Yin, R. K. (2018). <i>Case study research and applications: Design and methods</i> (6th ed.). SAGE Publications.</p> <hr/> <p><b>Materi:</b><br/>Landasan Ontologis, Epistemologis, dan Aksiologis dalam Seminar Hasil Penelitian<br/><b>Pustaka:</b> Punch, K. F., &amp; Oancea, A. (2014). <i>Introduction to research methods in education</i> (2nd ed.). SAGE Publications.</p> <hr/> <p><b>Materi:</b><br/>Landasan Ontologis, Epistemologis, dan Aksiologis dalam Seminar Hasil Penelitian<br/><b>Pustaka:</b> Flick, U. (2018). <i>An introduction to qualitative research</i> (6th ed.). SAGE Publications.</p> <hr/> <p><b>Materi:</b><br/>Landasan Ontologis, Epistemologis, dan Aksiologis dalam Seminar Hasil Penelitian<br/><b>Pustaka:</b> Hartley, J. (2008). <i>Academic writing and publishing: A practical handbook</i>. Routledge.</p> | 5%  |
| 8 | UTS                                                                                                                                                                                                                                                                                                                                                                                                         | UTS                                                                                                                                                 | <p><b>Kriteria:</b><br/>UTS</p> <p><b>Bentuk Penilaian</b><br/>:<br/>Tes</p> | <p>Offline<br/>6x50<br/>SKS</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15% |

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| 9 | <p>1. Mahasiswa mampu menganalisis relevansi penggunaan pendekatan interdisiplin, multidisiplin, atau transdisiplin dalam penelitian untuk menjelaskan fenomena pendidikan dan sosial secara lebih holistik.</p> <p>2. Mahasiswa mampu merancang integrasi model pendekatan multi-keilmuan yang memperkuat konstruksi teori atau konsep baru dalam hasil penelitian disertasinya.</p> | <p>1) Ketepatan identifikasi pendekatan multi-keilmuan. 2) Kualitas desain integrasi pendekatan. 3) Relevansi kontribusi teori baru.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p> | <p>Offline<br/>6x50<br/>SKS</p> | <p><b>Materi:</b><br/>Integrasi Pendekatan Interdisiplin, Multidisiplin, dan Transdisiplin dalam Temuan Penelitian<br/><b>Pustaka:</b><br/><i>Gibbs, G. R. (2018). Analyzing qualitative data (2nd ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Integrasi Pendekatan Interdisiplin, Multidisiplin, dan Transdisiplin dalam Temuan Penelitian<br/><b>Pustaka:</b> <i>Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Integrasi Pendekatan Interdisiplin, Multidisiplin, dan Transdisiplin dalam Temuan Penelitian<br/><b>Pustaka:</b> <i>Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Integrasi Pendekatan Interdisiplin, Multidisiplin, dan Transdisiplin dalam Temuan Penelitian<br/><b>Pustaka:</b> <i>Miles, M. B., Huberman, A. M., &amp; Saldaña, J. (2019). Qualitative data analysis: A methods sourcebook (4th ed.). SAGE Publications.</i></p> | 5% |
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| 10 | <p>1. Mahasiswa mampu mengevaluasi kualitas validasi data dan triangulasi temuan untuk memastikan kebenaran ilmiah dalam memecahkan persoalan pendidikan dan sosial secara komprehensif.</p> <p>2. Mahasiswa mampu merancang strategi validasi temuan berbasis pendekatan inter/multi/transdisiplin guna memperkuat ketepatan solusi penelitian.</p> | <p>1) Ketepatan teknik validasi. 2) Kedalaman triangulasi. 3) Kekuatan kontribusi solusi berbasis temuan.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p> | <p>Offline<br/>6x50<br/>SKS</p> | <p><b>Materi:</b><br/>Validasi Akademik dan Triangulasi Temuan Penelitian<br/><b>Pustaka:</b> <i>Flick, U. (2018). An introduction to qualitative research (6th ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Validasi Akademik dan Triangulasi Temuan Penelitian<br/><b>Pustaka:</b> <i>Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications</i></p> <hr/> <p><b>Materi:</b><br/>Validasi Akademik dan Triangulasi Temuan Penelitian<br/><b>Pustaka:</b> <i>Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Validasi Akademik dan Triangulasi Temuan Penelitian<br/><b>Pustaka:</b> <i>Miles, M. B., Huberman, A. M., &amp; Saldaña, J. (2019). Qualitative data analysis: A methods sourcebook (4th ed.). SAGE Publications.</i></p> | 5% |
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| 11 | <p>1. Mahasiswa mampu mengevaluasi implikasi teoretis, metodologis, akademik, dan praktis dari penelitian untuk menentukan kontribusinya terhadap perbaikan pendidikan dan penyelesaian masalah sosial.</p> <p>2. Mahasiswa mampu merumuskan implikasi strategis yang dapat diimplementasikan sebagai solusi nyata bagi pemangku kepentingan pendidikan dan masyarakat.</p> | <p>1) Ketepatan analisis implikasi. 2) Realisme rekomendasi praktis. 3) Relevansi bagi pemangku kepentingan.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p> | <p>Offline<br/>6x50<br/>SKS</p> | <p><b>Materi:</b><br/>Implikasi Teoretis, Metodologis, Akademik, dan Praktis dari Hasil Penelitian Disertasi</p> <p><b>Pustaka:</b><br/><i>Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications</i></p> <hr/> <p><b>Materi:</b><br/>Implikasi Teoretis, Metodologis, Akademik, dan Praktis dari Hasil Penelitian Disertasi</p> <p><b>Pustaka:</b><br/><i>Braun, V., &amp; Clarke, V. (2022). Thematic analysis: A practical guide. SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Implikasi Teoretis, Metodologis, Akademik, dan Praktis dari Hasil Penelitian Disertasi</p> <p><b>Pustaka:</b><br/><i>Miles, M. B., Huberman, A. M., &amp; Saldaña, J. (2019). Qualitative data analysis: A methods sourcebook (4th ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b><br/>Implikasi Teoretis, Metodologis, Akademik, dan Praktis dari Hasil Penelitian Disertasi</p> <p><b>Pustaka:</b><br/><i>Merriam, S. B., &amp; Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.</i></p> | 5% |
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| 12 | <p>1. Mahasiswa mampu menganalisis relevansi rekomendasi penelitian berdasarkan bukti empiris untuk memastikan solusi yang diusulkan benar-benar menjawab persoalan pendidikan dan sosial.</p> <p>2. Mahasiswa mampu merumuskan rekomendasi inovatif yang dapat diimplementasikan oleh pemangku kepentingan lintas disiplin secara efektif.</p> | <p>1) Ketepatan evidence pendukung rekomendasi. 2) Inovasi solusi. 3) Potensi implementasi.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p> | <p>Offline<br/>6x5<br/>SKS</p> | <p><b>Materi:</b> Teknik Menyusun Rekomendasi Penelitian Berbasis Evidence<br/><b>Pustaka:</b> <i>Flick, U. (2018). An introduction to qualitative research (6th ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b> Teknik Menyusun Rekomendasi Penelitian Berbasis Evidence<br/><b>Pustaka:</b> <i>Gibbs, G. R. (2018). Analyzing qualitative data (2nd ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b> Teknik Menyusun Rekomendasi Penelitian Berbasis Evidence<br/><b>Pustaka:</b> <i>Hartley, J. (2008). Academic writing and publishing: A practical handbook. Routledge.</i></p> <hr/> <p><b>Materi:</b> Teknik Menyusun Rekomendasi Penelitian Berbasis Evidence<br/><b>Pustaka:</b> <i>Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</i></p> | 5% |
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| 13 | <p>1. Mahasiswa mampu mengevaluasi efektivitas penyajian verbal, visual, dan argumentatif dalam seminar hasil sebagai bagian dari kepemimpinan dalam komunikasi ilmiah.</p> <p>2. Mahasiswa mampu mengembangkan strategi presentasi ilmiah yang profesional, persuasif, dan berbasis data sehingga meningkatkan dampak akademik penelitian.</p> | <p>1) Kejelasan komunikasi verbal. 2) Kualitas visualisasi data. 3) Kekuatan argumentasi akademik.</p> |  | Offline<br>6x50<br>SKS |  | <p><b>Materi:</b> Teknik Presentasi Akademik untuk Seminar Hasil Penelitian (Verbal, Visual, Argumentatif)<br/><b>Pustaka:</b> Maxwell, J. A. (2013). <i>Qualitative research design: An interactive approach (3rd ed.)</i>. SAGE Publications</p> <p><b>Materi:</b> Teknik Presentasi Akademik untuk Seminar Hasil Penelitian (Verbal, Visual, Argumentatif)<br/><b>Pustaka:</b> Braun, V., &amp; Clarke, V. (2022). <i>Thematic analysis: A practical guide</i>. SAGE Publications.</p> <p><b>Materi:</b> Teknik Presentasi Akademik untuk Seminar Hasil Penelitian (Verbal, Visual, Argumentatif)<br/><b>Pustaka:</b> Gibbs, G. R. (2018). <i>Analyzing qualitative data (2nd ed.)</i>. SAGE Publications.</p> <p><b>Materi:</b> Teknik Presentasi Akademik untuk Seminar Hasil Penelitian (Verbal, Visual, Argumentatif)<br/><b>Pustaka:</b> Yin, R. K. (2018). <i>Case study research and applications: Design and methods (6th ed.)</i>. SAGE Publications.</p> | 5% |
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| 14 | <p>1. Mahasiswa mampu mengevaluasi kritik akademik yang diberikan penguji dengan melakukan analisis reflektif berbasis teori dan evidence.</p> <p>2. Mahasiswa mampu merumuskan respons ilmiah yang argumentatif, terukur, dan profesional untuk mempertahankan kualitas hasil penelitiannya.</p> | <p>1) Ketepatan analisis kritik. 2) Kekuatan argumentasi jawaban. 3) Profesionalitas respons.</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p> | <p>Offline<br/>6x50<br/>SKS</p> | <p><b>Materi:</b><br/>Strategi Menjawab Pertanyaan, Kritik, dan Sanggahan Penguji dalam Forum Seminar<br/><b>Pustaka:</b><br/><i>Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</i></p> <p><b>Materi:</b><br/>Strategi Menjawab Pertanyaan, Kritik, dan Sanggahan Penguji dalam Forum Seminar<br/><b>Pustaka:</b><br/><i>Gibbs, G. R. (2018). Analyzing qualitative data (2nd ed.). SAGE Publications.</i></p> <p><b>Materi:</b><br/>Strategi Menjawab Pertanyaan, Kritik, dan Sanggahan Penguji dalam Forum Seminar<br/><b>Pustaka:</b><br/><i>Braun, V., &amp; Clarke, V. (2022). Thematic analysis: A practical guide. SAGE Publications.</i></p> <p><b>Materi:</b><br/>Strategi Menjawab Pertanyaan, Kritik, dan Sanggahan Penguji dalam Forum Seminar<br/><b>Pustaka:</b><br/><i>Creswell, J. W., &amp; Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.</i></p> | 5% |
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| 15 | <p>1. Mahasiswa mampu menganalisis kelayakan hasil penelitian disertasi untuk dipublikasikan pada jurnal bereputasi nasional maupun internasional berdasarkan standar metodologi dan kontribusi ilmiah.</p> <p>2. Mahasiswa mampu merancang strategi publikasi ilmiah yang mencakup pemilihan jurnal, penyesuaian naskah, dan proses submit untuk memastikan hasil penelitian dapat diakui secara nasional dan internasional.</p> | <p>1) Ketepatan analisis kelayakan publikasi. 2) Kualitas strategi publikasi. 3) Potensi keterterimaan (acceptance).</p> | <p><b>Kriteria:</b><br/>Partisipasi dan Tugas</p>                       | <p>Offline<br/>6x50<br/>SKS</p> |  | <p><b>Materi:</b> Arah Publikasi Ilmiah dari Hasil Penelitian Disertasi (SINTA, Scopus, WoS)<br/><b>Pustaka:</b><br/><i>Gibbs, G. R. (2018). Analyzing qualitative data (2nd ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b> Arah Publikasi Ilmiah dari Hasil Penelitian Disertasi (SINTA, Scopus, WoS)<br/><b>Pustaka:</b><br/><i>Hartley, J. (2008). Academic writing and publishing: A practical handbook. Routledge.</i></p> <hr/> <p><b>Materi:</b> Arah Publikasi Ilmiah dari Hasil Penelitian Disertasi (SINTA, Scopus, WoS)<br/><b>Pustaka:</b><br/><i>Punch, K. F., &amp; Oancea, A. (2014). Introduction to research methods in education (2nd ed.). SAGE Publications.</i></p> <hr/> <p><b>Materi:</b> Arah Publikasi Ilmiah dari Hasil Penelitian Disertasi (SINTA, Scopus, WoS)<br/><b>Pustaka:</b> Yin, R. K. (2018). <i>Case study research and applications: Design and methods (6th ed.). SAGE Publications.</i></p> | 0%  |
| 16 | UAS                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                          | <p><b>Kriteria:</b><br/>UAS</p> <p><b>Bentuk Penilaian:</b><br/>Tes</p> | <p>Offline<br/>6x50<br/>SKS</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 15% |



| No | Evaluasi | Persentase |
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| 1. | Tes      | 30%        |
|    |          | 30%        |

#### 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.