



1	Ability to identify the meaning and history of qualitative research	<p>1.Can explain the meaning of research and qualitative research</p> <p>2.Can explain the history of qualitative research</p>	<p><b>Criteria:</b>  Participation, related to attendance and activeness in lectures (weight 20) Mid-semester exam, reflects all indicators through written tests and is given a weight of (20) Assignment assessment, is the average score of the two best assignment scores and is given a weight of (30) Final semester exam, reflects all indicators through a written test and is weighted (30). The final score is (participation value x20) (assignment value x 30) (UTS value x 20) UAS value (30) divided by 100. The final value is (participation value x20) (assignment value x 30) (UTS score x 20) UAS score (30) divided by 100</p>	Discovery learning 2 X 50			0%
2	Ability to describe and explain the characteristics of qualitative research	Can explain the characteristics of qualitative research	<p><b>Criteria:</b>  Participation, related to attendance and activeness in lectures (weight 20) Mid-semester exam, reflects all indicators through written tests and is given a weight of (20) Assignment assessment, is the average score of the two best assignment scores and is given a weight of (30) Final semester exam, reflects all indicators through a written test and is weighted (30). The final score is (participation value x20) (assignment value x 30) (UTS value x 20) UAS value (30) divided by 100. The final value is (participation value x20) (assignment value x 30) (UTS score x 20) UAS score (30) divided by 100</p>	Constructivist 2 X 50			0%

3	Ability to explain paradigms in research	<ol style="list-style-type: none"> <li>1.Can explain the meaning of paradigm</li> <li>2.Can explain the elements of the paradigm</li> <li>3.Can explain research paradigms</li> </ol>	<p><b>Criteria:</b> Participation, related to attendance and activeness in lectures (weight 20) Mid-semester exam, reflects all indicators through written tests and is given a weight of (20) Assignment assessment, is the average score of the two best assignment scores and is given a weight of (30) Final semester exam, reflects all indicators through a written test and is weighted (30). The final score is (participation value x20) (assignment value x 30) (UTS value x 20) UAS value (30) divided by 100. The final value is (participation value x20) (assignment value x 30) (UTS score x 20) UAS score (30) divided by 100</p>	Constructivist 2 X 50			0%
4	Ability to explain the characteristics of case study research designs	Can explain the meaning, scope, characteristics, methods, analysis of case study research	<p><b>Criteria:</b> Participation, related to attendance and activeness in lectures (weight 20) Mid-semester exam, reflects all indicators through written tests and is given a weight of (20) Assignment assessment, is the average score of the two best assignment scores and is given a weight of (30) Final semester exam, reflects all indicators through a written test and is weighted (30). The final score is (participation value x20) (assignment value x 30) (UTS value x 20) UAS value (30) divided by 100. The final value is (participation value x20) (assignment value x 30) (UTS score x 20) UAS score (30) divided by 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Cooperative (group work) 2 X 50			20%

5	Ability to explain the characteristics of content analysis research designs	Can explain the meaning, scope, characteristics, methods, analysis of content analysis research	<b>Criteria:</b> Participation, related to attendance and activeness in lectures (weight 20) Mid-semester exam, reflects all indicators through written tests and is given a weight of (20) Assignment assessment, is the average score of the two best assignment scores and is given a weight of (30) Final semester exam, reflects all indicators through a written test and is weighted (30). The final score is (participation value x20) (assignment value x 30) (UTS value x 20) UAS value (30) divided by 100. The final value is (participation value x20) (assignment value x 30) (UTS score x 20) UAS score (30) divided by 100	Constructivist 2 X 50			0%
6	Ability to explain the characteristics of ethnographic research design	Can explain the meaning, scope, characteristics, methods, analysis of ethnographic research	<b>Criteria:</b> Participation, related to attendance and activeness in lectures (weight 20) Mid-semester exam, reflects all indicators through written tests and is given a weight of (20) Assignment assessment, is the average score of the two best assignment scores and is given a weight of (30) Final semester exam, reflects all indicators through a written test and is weighted (30). The final score is (participation value x20) (assignment value x 30) (UTS value x 20) UAS value (30) divided by 100. The final value is (participation value x20) (assignment value x 30) (UTS score x 20) UAS score (30) divided by 100	Constructivist 2 X 50			0%
7	Ability to explain the characteristics of ethnomethodological research designs	Can explain the meaning, scope, characteristics, methods, analysis of ethnomethodological research	<b>Criteria:</b> The performance assessment sheet covers the reasoning aspect, the idea aspect, the activeness aspect, and the attitude aspect	Constructivist 2 X 50			0%
8	UTS			2 X 50			0%
9	Ability to explain the characteristics of ethnosience and phenomenology research designs	Can explain the meaning, scope, characteristics, methods, analysis of ethnosience and phenomenology research	<b>Criteria:</b> The performance assessment sheet covers the reasoning aspect, the idea aspect, the activeness aspect, and the attitude aspect	Constructivist 2 X 50			0%

10	Ability to explain the characteristics of ethnoscience and phenomenology research designs	Can explain the meaning, scope, characteristics, methods, analysis of ethnoscience and phenomenology research	<p><b>Criteria:</b> The performance assessment sheet covers the reasoning aspect, the idea aspect, the activeness aspect, and the attitude aspect</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Constructivist 2 X 50			40%
11	Ability to explain the elements of a proposal (background and problem formulation)	<ol style="list-style-type: none"> <li>1.Can explain the logic of thinking in background writing</li> <li>2.Can explain the substance of the background content of the problem</li> <li>3.Can explain ways of finding problems both formally and informally</li> <li>4.Can explain the forms of problem formulation</li> <li>5.Can explain the characteristics of the problem</li> </ol>	<p><b>Criteria:</b> The performance assessment sheet covers the reasoning aspect, the idea aspect, the activeness aspect, and the attitude aspect</p>	Performance 2 X 50			0%
12	Ability to explain the elements of a proposal (background and problem formulation)	<ol style="list-style-type: none"> <li>1.Can explain the logic of thinking in background writing</li> <li>2.Can explain the substance of the background content of the problem</li> <li>3.Can explain ways of finding problems both formally and informally</li> <li>4.Can explain the forms of problem formulation</li> <li>5.Can explain the characteristics of the problem</li> </ol>	<p><b>Criteria:</b> The performance assessment sheet covers the reasoning aspect, the idea aspect, the activeness aspect, and the attitude aspect</p>	Performance 2 X 50			0%
13	Ability to explain the elements of a proposal (literature review and theoretical basis)	<ol style="list-style-type: none"> <li>1.Can explain the meaning of literature review</li> <li>2.Can explain the use of a literature review</li> <li>3.Can explain library sources</li> <li>4.Can explain library work</li> <li>5.Can understand how to refer to literature</li> <li>6.Can explain how to cite literature</li> <li>7.Can explain writing a bibliography</li> </ol>	<p><b>Criteria:</b> The performance assessment sheet covers the reasoning aspect, the idea aspect, the activeness aspect, and the attitude aspect</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Performance 2 X 50			0%

14	Ability to explain the elements of a proposal (literature review and theoretical basis)	<ol style="list-style-type: none"> <li>1.Can explain the meaning of literature review</li> <li>2.Can explain the use of a literature review</li> <li>3.Can explain library sources</li> <li>4.Can explain library work</li> <li>5.Can understand how to refer to literature</li> <li>6.Can explain how to cite literature</li> <li>7.Can explain writing a bibliography</li> </ol>	<b>Criteria:</b> The performance assessment sheet covers the reasoning aspect, the idea aspect, the activeness aspect, and the attitude aspect	Performance 2 X 50			0%
15	Ability to explain proposal elements (research methodology and attachments)	<ol style="list-style-type: none"> <li>1.Can explain the research design and reasons for selecting the design</li> <li>2.Can explain the subject and reasons for selecting research subjects</li> <li>3.Can explain research variables</li> <li>4.Daat explains data collection techniques and tools</li> <li>5.Can explain data analysis according to the chosen design</li> <li>6.Can explain the importance of attachments in research</li> <li>7.The data composes the attachments in the research</li> </ol>	<b>Criteria:</b> The performance assessment sheet covers the reasoning aspect, the idea aspect, the activeness aspect, and the attitude aspect	Performance 2 X 50			0%
16	Ability to understand the presentation of the substance of the proposal content	<ol style="list-style-type: none"> <li>1.Can explain proposal presentation techniques</li> <li>2.Can present the prepared proposal</li> </ol>	<b>Criteria:</b> The performance assessment sheet covers the reasoning aspect, the idea aspect, the activeness aspect, and the attitude aspect  <b>Form of Assessment :</b> Practice / Performance	Performance 2 X 50			40%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	40%
3.	Practice / Performance	40%
		100%

#### Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.

5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.