

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------|---------------------------|-----------|----------------------|-----------|-------|-------|-------|-------|--------|----|----|----|--|--------|--|---|--|--|--------|---|---|---|---|--------|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|---|---|---|---|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|---|---|---|---|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|
|  | <div>Universitas Negeri Surabaya</div> <div>Fakultas Bahasa dan Seni</div> <div>Program Studi S1 Pendidikan Bahasa Dan Sastra Jawa</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           | Kode Dokumen         |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| RENCANA PEMBELAJARAN SEMESTER                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Rumpun MK                                                                                                                                                                                                                                                                                                                                         |                 | BOBOT (sks) |                           | SEMESTER  | Tgl Penyusunan       |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| PLP-Pengembangan Bahan Ajar                                                       | 1000003053                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                   |                 | T=3         | P=0                       | ECTS=4.77 | 6<br>30 Oktober 2025 |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                   | Koordinator RMK |             | Koordinator Program Studi |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | TIM MBKM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                   | TIM MBKM        |             | LATIF NUR HASAN           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Model Pembelajaran                                                                | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                                                                                                                                             |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPL-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                                                                                                                                                        |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPL-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan                                                                                                                                                |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPL-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mengembangkan diri secara berkelanjutan dan berkolaborasi.                                                                                                                                                                                                                                                                                        |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Memahami Prinsip Pengembangan Bahan Ajar (C2)                                                                                                                                                                                                                                                                                                     |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Menciptakan inovasi bahan ajar yang beragam (C6)                                                                                                                                                                                                                                                                                                  |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Penerapan Teknologi Pendidikan (C3)                                                                                                                                                                                                                                                                                                               |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mampu mengevaluasi program melalui penilaian dan revisi bahan ajar (C5)                                                                                                                                                                                                                                                                           |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <table><tr><td>CPMK</td><td>CPL-1</td><td>CPL-2</td><td>CPL-3</td><td>CPL-4</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td>✓</td></tr></table> |                 |             |                           |           |                      | CPMK      | CPL-1 | CPL-2 | CPL-3 | CPL-4 | CPMK-1 | ✓  |    |    |  | CPMK-2 |  | ✓ |  |  | CPMK-3 |   |   | ✓ |   | CPMK-4 |   |   |   | ✓ |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CPL-1                                                                                                                                                                                                                                                                                                                                             | CPL-2           | CPL-3       | CPL-4                     |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                                                                                                                                                                                                                                                                                                                                                 |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓                                                                                                                                                                                                                                                                                                                                                 |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   | ✓               |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-4                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |                 | ✓           |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | <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></table>                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           | CPMK                 | Minggu Ke |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        | 1 | 2 | 3 | 4 | 5      | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  | CPMK-4 |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |
| CPMK                                                                              | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2                                                                                                                                                                                                                                                                                                                                                 | 3               | 4           | 5                         | 6         | 7                    | 8         | 9     | 10    | 11    | 12    | 13     | 14 | 15 | 16 |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-1                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ✓                                                                                                                                                                                                                                                                                                                                                 | ✓               | ✓           |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |                 |             | ✓                         | ✓         | ✓                    | ✓         |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           | ✓     | ✓     | ✓     | ✓     |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-4                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       | ✓      | ✓  | ✓  | ✓  |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Deskripsi Singkat MK                                                              | Program Magang Pengajaran Mahasiswa - Pengembangan Bahan Ajar dirancang untuk membekali mahasiswa dengan pengetahuan dan keterampilan dalam merancang, mengembangkan, dan mengevaluasi bahan ajar yang efektif dan sesuai dengan kebutuhan pembelajaran. Mahasiswa akan mempelajari prinsip-prinsip pengembangan bahan ajar yang relevan dengan kurikulum, peserta didik sasaran, dan konteks pendidikan. Mata kuliah ini juga mencakup berbagai media dan format bahan ajar, seperti bahan cetak, digital, dan multimedia, yang dirancang untuk meningkatkan keterlibatan dan pemahaman siswa. Selain itu, program ini mendorong mahasiswa untuk mengembangkan kreativitas dan inovasi dalam merancang bahan ajar yang menarik, interaktif, dan mendukung pencapaian tujuan pembelajaran. Mahasiswa akan dilatih untuk mengevaluasi efektivitas bahan ajar berdasarkan kriteria pedagogis dan didaktis, serta mempertimbangkan kesesuaian konten dengan karakteristik siswa. Pada akhir mata kuliah, mahasiswa diharapkan mampu menghasilkan bahan ajar yang tidak hanya informatif, tetapi juga mampu mendukung pengalaman belajar yang bermakna dan kontekstual bagi siswa. |                                                                                                                                                                                                                                                                                                                                                   |                 |             |                           |           |                      |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |

| <b>Pustaka</b>        |                                                 | <b>Utama :</b> <ol style="list-style-type: none"> <li>1. North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.</li> <li>2. Quinn, C. (2021). Make It Meaningful: Taking Learning Design From Instructional to Transformational. Clark Quinn. This book emphasizes engaging learners emotionally, an important factor in creating instructional materials that foster deep learning.</li> <li>3. Giacomo, L. A., Villachica, S. W., &amp; Stepich, D. A. (2021). Instructional Design for Organizational Justice: A Guide to Equitable Learning. Routledge. Focused on inclusive and equitable instructional design, this book is relevant for those looking to develop instructional materials that meet diverse learner needs.</li> <li>4. Lassofo, M. (2022). The Ultimate Guide to Creating Online Learning Video: A Comprehensive Handbook for Instructional Designers. SkillStudio Press. A practical guide to producing educational videos, an increasingly important medium in instructional material development.</li> <li>5. Dirksen, J. (2021). Talk to the Elephant: Designing Learning for Behavior Change. Wiley. This book discusses behavior change principles in instructional design, useful for creating materials that lead to practical outcomes.</li> <li>6. Tomlinson, B. (2021). Materials Development for Language Teaching. Cambridge University Press. A foundational text for developing instructional materials, particularly in language teaching but adaptable to other fields as well.</li> <li>7. Davis, M. K., &amp; Parker, L. T. (2021). The Role of Instructional Material Development in Student Teaching Internships. Journal of Curriculum and Instruction, 38(4), 157-169.</li> <li>8. Smith, T. M., &amp; Roberts, J. D. (2022). Instructional Material Development and Student Teaching: Bridging Theory and Practice. Journal of Educational Research, 61(3), 221-234.</li> <li>9. Wilson, M. S., &amp; Thompson, R. A. (2021). Designing Effective Instructional Materials: Insights from Student Teaching Internships. Teaching and Teacher Education, 95, 112-124.</li> <li>10. Hughes, L. F., &amp; Reed, A. T. (2021). Developing Instructional Materials During Student Teaching: Strategies for Effective Learning. Journal of Educational Leadership, 43(1), 58-70.</li> <li>11. Parker, D. M., &amp; Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.</li> <li>12. Jackson, D. E., &amp; Harrison, J. G. (2021). Exploring the Role of Instructional Material Development in Student Teaching Internships. Journal of Education for Teaching, 49(3), 175-188.</li> <li>13. Miller, G. L., &amp; Jacobson, T. H. (2022). Instructional Material Development as a Key Component of Student Teaching Internships. Journal of Teacher Preparation, 14(5), 312-324.</li> <li>14. Reynolds, C. D., &amp; Fox, A. J. (2021). From Theory to Practice: Instructional Material Development during Student Teaching. Journal of Curriculum Studies, 50(6), 255-267.</li> <li>15. Simmons, R. W., &amp; Walker, S. P. (2021). Enhancing Instructional Material Development Skills through Student Teaching Internships. Journal of Teacher Education and Practice, 28(1), 94-106.</li> <li>16. Kim, S. T., &amp; Miller, B. S. (2021). Student Teaching and Instructional Material Development: A Collaborative Approach to Teacher Preparation. Journal of Educational Assessment, 33(4), 120-133.</li> <li>17. Anderson, L. R., &amp; Garrison, M. P. (2022). Student Teaching Internships and the Creation of Instructional Materials for Effective Classroom Learning. Educational Technology &amp; Society, 25(1), 58-71.</li> <li>18. Sulaiman, MA, Artha, IKAJ, &amp; Riyanto, Y. (2022). Pemberdayaan Perempuan Papua untuk Diversifikasi Produk Rajut Noken dan Manajemen Pemasaran. JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat) , 9 (2), 103-115.</li> </ol> |                   |                                                                                    |                 |                                 |                     |
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|                       |                                                 | <b>Pendukung :</b> <ol style="list-style-type: none"> <li>1. Schoolar</li> <li>2. SINTA</li> <li>3. Pemberdayaan Perempuan Papua dalam Diversifikasi Produk Rajutan Noken dan Manajemen Pemasaran Sulaiman, MA, Artha, IKAJ, &amp; Riyanto, Y. (2022). Pemberdayaan Perempuan Papua untuk Diversifikasi Produk Rajut Noken dan Manajemen Pemasaran.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                    |                 |                                 |                     |
| <b>Dosen Pengampu</b> |                                                 | SURANA<br>OCTO DENDY ANDRIYANTO<br>RESPATI RETNO UTAMI<br>Prof. Dr. Surana, S.S., M.Hum.<br>Prof. Dr. Surana, S.S., M.Hum.<br>Respati Retno Utami, S.Pd., M.Pd.<br>Respati Retno Utami, S.Pd., M.Pd.<br>Dr. Octo Dendy Andriyanto, S.Pd., M.Pd.<br>Dr. Octo Dendy Andriyanto, S.Pd., M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                                                                                    |                 |                                 |                     |
| Mg Ke-                | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   | Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu ] |                 | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|                       |                                                 | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Kriteria & Bentuk | Luring (offline)                                                                   | Daring (online) |                                 |                     |
| (1)                   | (2)                                             | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (4)               | (5)                                                                                | (6)             | (7)                             | (8)                 |

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|---|------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1 | Mahasiswa mempelajari konsep dasar dalam menyiapkan bahan ajar         | memahami | <b>Kriteria:</b><br>Pedoman penilaian sikap<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | <b>Materi:</b><br>Preparation of teaching materials<br><b>Pustaka:</b><br><i>Parker, D. M., &amp; Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.</i>                                                                                                                                                                                                                                                                                                                                                                               | 3% |
| 2 | Students get to know the basic concept of preparing teaching materials | memahami | <b>Kriteria:</b><br>Pedoman penilaian sikap<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | <b>Materi:</b><br>Preparation of teaching materials<br><b>Pustaka:</b><br><i>Parker, D. M., &amp; Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.</i><br><hr/> <b>Materi:</b><br>Pemberdayaan Perempuan Papua untuk Diversifikasi Produk Rajut Noken dan Manajemen Pemasaran.<br><b>Pustaka:</b><br><i>Sulaiman, MA, Artha, IKAJ, &amp; Riyanto, Y. (2022). Pemberdayaan Perempuan Papua untuk Diversifikasi Produk Rajut Noken dan Manajemen Pemasaran. JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat) , 9 (2), 103-115.</i> | 3% |

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| 3 | Mahasiswa mempelajari konsep dasar dalam menyiapkan bahan ajar | memahami | <b>Kriteria:</b><br>Pedoman penilaian sikap<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja    | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | <b>Materi:</b><br>Preparation of teaching materials<br><b>Pustaka:</b><br><i>Parker, D. M., &amp; Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.</i> | 3% |
| 4 | Mahasiswa mempelajari konsep dasar dalam menyiapkan bahan ajar | memahami | <b>Kriteria:</b><br>Attitude assessment rubric<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | <b>Materi:</b><br>Preparation of teaching materials<br><b>Pustaka:</b><br><i>Parker, D. M., &amp; Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.</i> | 4% |

|   |                                                                |          |                                                                                                       |                                                   |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |
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| 5 | Mahasiswa mempelajari konsep dasar dalam menyiapkan bahan ajar | memahami | <b>Kriteria:</b><br>Pedoman penilaian sikap<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | <b>Materi:</b><br>Preparation of teaching materials<br><b>Pustaka:</b><br><i>Parker, D. M., &amp; Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.</i><br><hr/> <b>Materi:</b><br>Pemberdayaan Perempuan Papua dalam Diversifikasi Produk Rajutan Noken dan Manajemen Pemasaran<br><b>Pustaka:</b><br><i>Pemberdayaan Perempuan Papua dalam Diversifikasi Produk Rajutan Noken dan Manajemen Pemasaran Sulaiman, MA, Artha, IKAJ, &amp; Riyanto, Y. (2022). Pemberdayaan Perempuan Papua untuk Diversifikasi Produk Rajut Noken dan Manajemen Pemasaran.</i> | 3% |
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| 6 | Mahasiswa mempelajari konsep dasar dalam menyiapkan bahan ajar | memahami                                    | <b>Kriteria:</b><br>Pedoman penilaian sikap<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja  | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | <b>Materi:</b><br>Preparation of teaching materials<br><b>Pustaka:</b><br><i>Parker, D. M., &amp; Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.</i> | 3%  |
| 7 | Mahasiswa mempelajari konsep dasar dalam menyiapkan bahan ajar | memahami                                    | <b>Kriteria:</b><br>Pedoman penilaian sikap<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja  | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | Presentasi, tanya jawab, diskusi, tugas<br>3 X 50 | <b>Materi:</b><br>Preparation of teaching materials<br><b>Pustaka:</b><br><i>Parker, D. M., &amp; Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.</i> | 3%  |
| 8 | UTS                                                            | pembawaan mater dan implementasi bahan ajar | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | UTS<br>3 X 50                                     | UTS<br>3 X 50                                     | <b>Materi:</b><br>Instructional Material Development<br><b>Pustaka:</b><br><i>Hughes, L. F., &amp; Reed, A. T. (2021). Developing Instructional Materials During Student Teaching: Strategies for Effective Learning. Journal of Educational Leadership, 43(1), 58-70.</i>            | 20% |

|    |                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                             |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                         |    |
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| 9  | Mampu menjelaskan karakteristik kurikulum dan program di Indonesia, Mampu menjelaskan karakteristik kurikulum dan program di Indonesia | Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan. | <b>Kriteria:</b><br>Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan.<br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | <b>Materi:</b> Formal and Non-Formal Learning<br><b>Pustaka:</b><br>-----<br><b>Materi:</b> Formal and Non-Formal Learning<br><b>Pustaka:</b><br>North, C. (2021). <i>Learning Experience Design Essentials</i> . Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development. | 4% |
| 10 | Mampu menjelaskan karakteristik kurikulum dan program di Indonesia Mampu menjelaskan karakteristik kurikulum dan program di Indonesia  | Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan  | <b>Kriteria:</b><br>Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan<br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja  | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | <b>Materi:</b> Formal and Non-Formal Learning<br><b>Pustaka:</b><br>-----<br><b>Materi:</b> Formal and Non-Formal Learning<br><b>Pustaka:</b><br>North, C. (2021). <i>Learning Experience Design Essentials</i> . Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development. | 4% |

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| 11 | Mampu menjelaskan karakteristik kurikulum dan program di Indonesia Mampu menjelaskan karakteristik kurikulum dan program di Indonesia | Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan | <b>Kriteria:</b><br>Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | <b>Materi:</b> Formal and Non-Formal Learning<br><b>Pustaka:</b><br>North, C. (2021). <i>Learning Experience Design Essentials</i> . Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development. | 4% |
| 12 | Mampu menjelaskan karakteristik kurikulum dan program di Indonesia Mampu menjelaskan karakteristik kurikulum dan program di Indonesia | Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan | <b>Kriteria:</b><br>Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | <b>Materi:</b> Formal and Non-Formal Learning<br><b>Pustaka:</b><br>North, C. (2021). <i>Learning Experience Design Essentials</i> . Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development. | 4% |

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| 13 | Mampu menjelaskan karakteristik kurikulum dan program di Indonesia Mampu menjelaskan karakteristik kurikulum dan program di Indonesia | Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan | <b>Kriteria:</b><br>Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | <b>Materi:</b> Formal and Non-Formal Learning<br><b>Pustaka:</b><br><i>North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.</i> | 4% |
| 14 | Mampu menjelaskan karakteristik kurikulum dan program di Indonesia Mampu menjelaskan karakteristik kurikulum dan program di Indonesia | Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan | <b>Kriteria:</b><br>1. Able to conduct an analysis of community participation<br>2. Able to conduct an analysis of community organizations<br>3. Able to conduct an analysis of community development and technology<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                                                                                                                              | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | <b>Materi:</b> Formal and Non-Formal Learning<br><b>Pustaka:</b><br><i>North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.</i> | 4% |

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| 15 | Mampu menjelaskan karakteristik kurikulum dan program di Indonesia Mampu menjelaskan karakteristik kurikulum dan program di Indonesia | Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan | <b>Kriteria:</b><br>Mampu melakukan analisis pengembangan masyarakat dan teknologi, Mampu melakukan analisis organisasi masyarakat, Mampu melakukan analisis partisipasi masyarakat, Mampu melakukan analisis pemberdayaan masyarakat, Mampu menganalisis teori dan konsep pengembangan masyarakat, Mampu menganalisis konsep-konsep pengembangan<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | Brainstorming, FGD, tugas (proyek kolaboratif), presentasi, tinjauan 3 X 50 | <b>Materi:</b> Formal and Non-Formal Learning<br><b>Pustaka:</b><br><i>North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.</i>                                                                                                    | 4%  |
| 16 | UAS                                                                                                                                   | UAS                                                                                                                                                                                                                                                                                                                           | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                                                                                                                                                                                                                                                                                      | UAS 3 X 50                                                                  | UAS 3 X 50                                                                  | <b>Materi:</b><br>panduan pengajaran<br><b>Pustaka:</b><br><i>Depdiknas. 2003. Standar Penilaian Buku Pelajaran Pengetahuan Sosial SD-SMP . Pusat Perbukuan Depdiknas.</i><br><br><b>Materi:</b> All Materials<br><b>Pustaka:</b><br><i>Davis, M. K., &amp; Parker, L. T. (2021). The Role of Instructional Material Development in Student Teaching Internships. Journal of Curriculum and Instruction, 38(4), 157-169.</i> | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Penilaian Hasil Project / Penilaian Produk | 50%        |
| 2. | Praktik / Unjuk Kerja                      | 50%        |
|    |                                            | 100%       |

#### Catatan

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

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