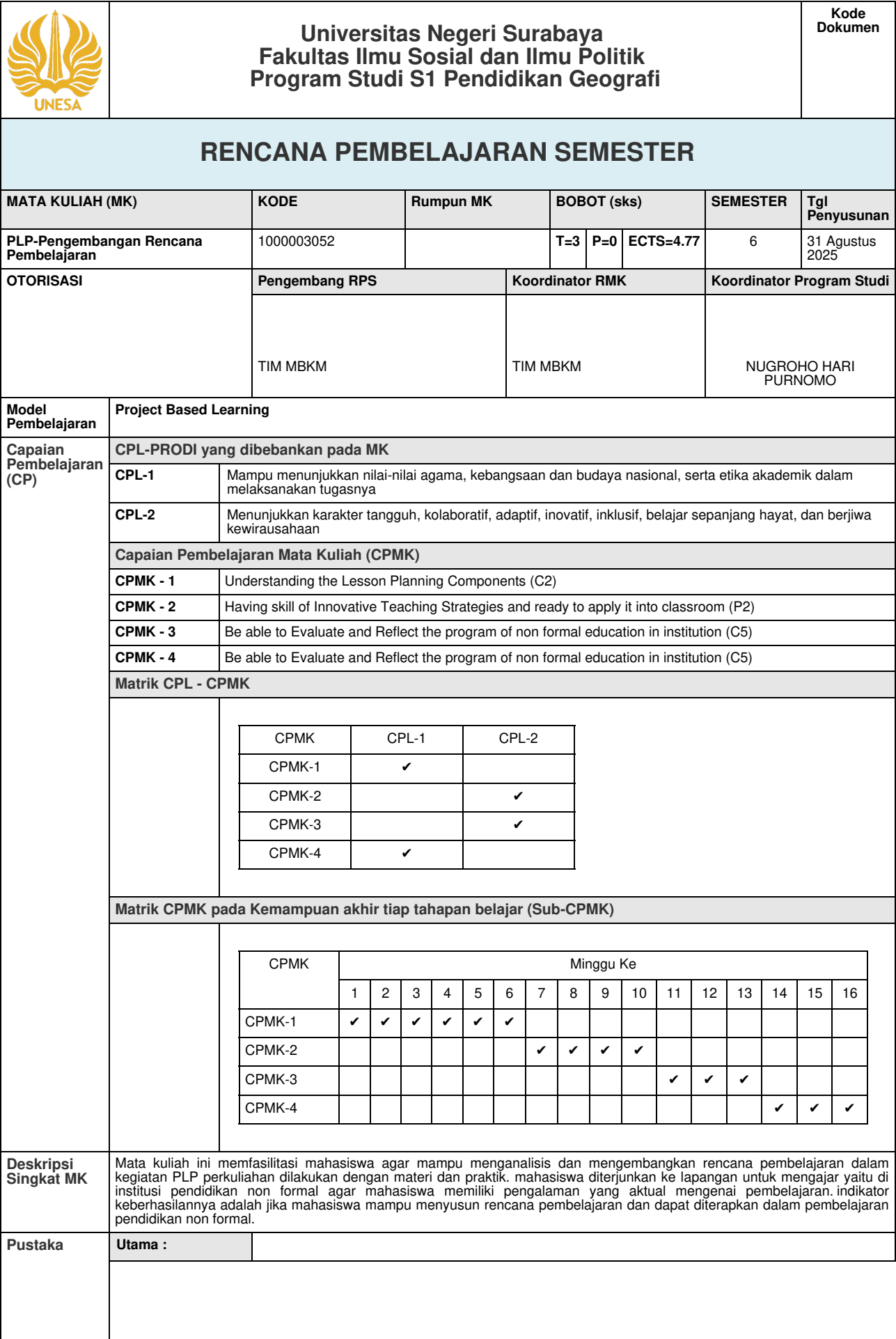




| <ol style="list-style-type: none"> <li>Gagné, R. M., Wager, W. W., Golas, K., Keller, J., &amp; Russell, J. D. (2020). Principles of instructional design (6th ed.). Cengage Learning.</li> <li>Richards, J. C., &amp; Bohlke, D. (2020). Creating lesson plans: Essential teaching skills (2nd ed.). Cambridge University Press.</li> <li>Farrell, T. S. C. (2021). Reflective teaching in second language classrooms (2nd ed.). Cambridge University Press.</li> <li>Brown, H. D., &amp; Lee, H. (2021). Teaching by principles: An interactive approach to language pedagogy (5th ed.). Pearson Education.</li> <li>Johnson, A., &amp; Smith, R. (2022). Planning effective instruction: Diversity responsive methods and management (3rd ed.). Pearson Education.</li> <li>Harmer, J. (2021). The practice of English language teaching (6th ed.). Pearson Education.</li> <li>Jensen, E. (2020). Brain-based learning: Teaching the way students really learn (4th ed.). Corwin Press.</li> <li>Marzano, R. J., &amp; Simms, J. A. (2021). The new art and science of teaching: More than fifty new instructional strategies for student success (2nd ed.). Solution Tree Press.</li> <li>Tomlinson, C. A., &amp; Moon, T. R. (2022). Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</li> <li>Echevarria, J., Vogt, M., &amp; Short, D. J. (2022). Making content comprehensible for English learners: The SIOP model (6th ed.). Pearson Education.</li> <li>Smith, J. P., &amp; Turner, K. L. (2021). Developing Effective Lesson Plans through Student Teaching Internships: A Practical Guide for Future Educators. Journal of Teacher Education, 72(1), 93-106.</li> <li>Davis, T. R., &amp; Blackwell, R. S. (2020). Lesson Planning in Student Teaching: Bridging Theory and Practice in Teacher Preparation. Journal of Curriculum and Instruction, 37(2), 112-124.</li> <li>Miller, A. S., &amp; Harrison, P. D. (2022). The Role of Student Teaching Internships in Lesson Plan Development and Execution. Educational Leadership Review, 49(3), 237-248.</li> <li>Wilson, C. T., &amp; Jacobs, H. L. (2021). From Theory to Practice: Integrating Lesson Plan Development in Student Teaching Internships. Journal of Teacher Development, 26(4), 145-159.</li> <li>Parker, M. K., &amp; Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</li> <li>Jackson, L. W., &amp; Foster, S. R. (2022). Enhancing Lesson Plan Development through Student Teaching: Key Strategies and Insights. Journal of Teacher Education, 73(5), 235-249.</li> <li>Simmons, R. M., &amp; Wells, R. L. (2020). The Impact of Student Teaching on Lesson Planning Skills Development. Journal of Curriculum and Pedagogy, 41(3), 184-196.</li> <li>Kim, S. Y., &amp; Roberts, A. G. (2022). Exploring the Role of Lesson Plan Development in Teacher Preparation through Student Teaching Internships. Educational Policy and Practice, 29(2), 102- 116.</li> <li>Doolittle, P. E., &amp; Green, L. M. (2021). Integrating Effective Lesson Planning in Student Teaching Programs: Insights and Approaches. Journal of Education for Teaching, 48(6), 122-134.</li> <li>Reynolds, J. L., &amp; Thomas, M. R. (2020). Best Practices for Developing Lesson Plans during Student Teaching Internships. Teaching and Teacher Education, 92, 105-116.</li> <li>Parker, H. M., &amp; Adams, C. L. (2021). Student Teaching Internships and Lesson Plan Development: Preparing Future Teachers for Classroom Success. Journal of Educational Leadership, 28(7), 250-264.</li> <li>Bryant, J. D., &amp; Nelson, P. J. (2022). Lesson Plan Development: A Key Component of Student Teaching Internship Experiences. Journal of Teaching and Learning, 41(4), 77-89.</li> <li>Foster, R. T., &amp; Walker, T. J. (2021). The Role of Student Teaching in the Development of Effective Lesson Plans for Diverse Learners. Journal of Teacher Education and Practice, 24(5), 93-106.</li> <li>Harrison, S. W., &amp; Lee, M. S. (2020). Lesson Plan Development as a Foundation of Student Teaching Internships: From Concept to Classroom. Journal of Curriculum Studies, 48(3), 135-149.</li> <li>Bennett, T. F., &amp; Clark, D. R. (2022). Supporting Student Teachers in Developing High-Quality Lesson Plans: A Review of Internship Practices. Journal of Education Research and Policy, 35(6), 214-227.</li> </ol> |                                                 |                                                                                                                                                                                |                   |                                                                                  |                 |                                 |                     |
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| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                 |                                                                                                                                                                                |                   |                                                                                  |                 |                                 |                     |
| <ol style="list-style-type: none"> <li>Schoolar</li> <li>SINTA</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                 |                                                                                                                                                                                |                   |                                                                                  |                 |                                 |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                 | ITA MARDIANI ZAIN<br>WIWIK SRI UTAMI<br>Dra. Ita Mardiani Zain, M.Kes.<br>Dra. Ita Mardiani Zain, M.Kes.<br>Prof. Dr. Wiwik Sri Utami, M.P.<br>Prof. Dr. Wiwik Sri Utami, M.P. |                   |                                                                                  |                 |                                 |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian                                                                                                                                                                      |                   | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                 | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                 | Indikator                                                                                                                                                                      | Kriteria & Bentuk | Luring (offline)                                                                 | Daring (online) |                                 |                     |
| (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | (2)                                             | (3)                                                                                                                                                                            | (4)               | (5)                                                                              | (6)             | (7)                             | (8)                 |

|   |                                                        |                                                          |                                                                                                                                                                                    |                                |                                |                                                                                                                                                                                                                                                          |    |
|---|--------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1 | Understanding the concept of school field introduction | Analyze the performance of the school field introduction | <b>Kriteria:</b><br>1.Participation Assessment Criteria<br>2.Work Practices<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | lecturer<br>3 X 50             | lecturer<br>3 X 50             | <b>Materi:</b><br>Lesson Plan Development<br><b>Pustaka:</b><br><i>Parker, M. K., &amp; Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i> | 3% |
| 2 | Understanding the concept of school field introduction | Analyze the performance of the school field introduction | <b>Kriteria:</b><br>1.Participation Assessment Criteria<br>2.Work Practices<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | lecturer<br>3 X 50             | lecturer<br>3 X 50             | <b>Materi:</b><br>Lesson Plan Development<br><b>Pustaka:</b><br><i>Parker, M. K., &amp; Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i> | 3% |
| 3 | Understanding the concept of school field introduction | Analyze the performance of the school field introduction | <b>Kriteria:</b><br>1.Participation Assessment Criteria<br>2.Work Practices<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer, Assignment<br>3 X 50 | Lecturer, Assignment<br>3 X 50 | <b>Materi:</b><br>Lesson Plan Development<br><b>Pustaka:</b><br><i>Parker, M. K., &amp; Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i> | 3% |

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|---|-------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 4 | Understanding the concept of school field introduction            | Analyze the performance of the school field introduction | <b>Kriteria:</b><br>1.Participation Assessment Criteria<br>2.Work Practices<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer, Assignment<br>3 X 50 | Lecturer, Assignment<br>3 X 50 | <b>Materi:</b><br>Lesson Plan Development<br><b>Pustaka:</b><br><i>Parker, M. K., &amp; Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i>                                                                                                                                                                                                                               | 3% |
| 5 | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction   | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                       | Lecturer<br>3 X 50             | Lecturer<br>3 X 50             | <b>Materi:</b><br>memahami dan mampu menerapkan teknik pengenalan pesekolahan<br><b>Pustaka:</b><br><i>Zainal, A. (2020). Micro Teaching disertai dengan Pedoman Pengalaman Lapangan. PT Raja Grafindo Persada.</i><br><br><b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br><i>Tomlinson, C. A., &amp; Moon, T. R. (2022). Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i> | 3% |
| 6 | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction   | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                       | Lecturer<br>3 X 50             | Lecturer<br>3 X 50             | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br><i>Tomlinson, C. A., &amp; Moon, T. R. (2022). Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i>                                                                                                                                                                                                                            | 3% |

|    |                                                                   |                                                        |                                                                                                                                                              |                    |                    |                                                                                                                                                                                                                                                          |     |
|----|-------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 7  | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer<br>3 X 50 | Lecturer<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4%  |
| 8  | UTS                                                               | UTS                                                    | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                               | UTS<br>3 X 50      | UTS<br>3 X 50      | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 20% |
| 9  | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer<br>3 X 50 | Lecturer<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4%  |
| 10 | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer<br>3 X 50 | Lecturer<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4%  |

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|----|-------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 11 | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer<br>3 X 50 | Lecturer<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.).</i> ASCD. | 4% |
| 12 | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer<br>3 X 50 | Lecturer<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.).</i> ASCD. | 4% |
| 13 | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer<br>3 X 50 | Lecturer<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.).</i> ASCD. | 4% |
| 14 | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer<br>3 X 50 | Lecturer<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.).</i> ASCD. | 4% |

|    |                                                                   |                                                        |                                                                                                                                                              |                    |                    |                                                                                                                                                                                                                                                          |     |
|----|-------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | understand and be able to apply schooling introduction techniques | Analyzing the performance of school field introduction | <b>Kriteria:</b><br>Participation assessment criteria<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturer<br>3 X 50 | Lecturer<br>3 X 50 | <b>Materi:</b><br>understand and be able to apply schooling introduction techniques<br><b>Pustaka:</b><br>Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD. | 4%  |
| 16 | UAS                                                               | UAS                                                    | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                               | UAS<br>3 X 50      | UAS<br>3 X 50      | <b>Materi:</b> all materials<br><b>Pustaka:</b><br>Davis, T. R., & Blackwell, R. S. (2020). <i>Lesson Planning in Student Teaching: Bridging Theory and Practice in Teacher Preparation. Journal of Curriculum and Instruction, 37(2), 112-124.</i>      | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif                     | 50%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50%        |
|    |                                            | 100%       |

#### Catatan

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Bentuk penilaian:** tes dan non-tes.
- 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.
- 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.