

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----|-----------|--------------------------------|----------------|-------|-------|--------|----|----|--------|----|----|--------|--|---|--------|--|---|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|---|---|---|---|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|---|---|---|---|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|
|  | <div>Universitas Negeri Surabaya</div> <div>Fakultas Ilmu Keolahragaan Dan Kesehatan</div> <div>Program Studi S1 Pendidikan Pelatihan Olahraga</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                               |                 |     |           | Kode Dokumen                   |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| RENCANA PEMBELAJARAN SEMESTER                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Rumpun MK                                                                                                                                                                                                                                     | BOBOT (sks)     |     |           | SEMESTER                       | Tgl Penyusunan |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| PLP-Asesmen Pembelajaran                                                          | 1000002055                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                               | T=2             | P=0 | ECTS=3.18 | 6                              | 12 Juli 2025   |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                               | Koordinator RMK |     |           | Koordinator Program Studi      |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | TIM MBKM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               | TIM MBKM        |     |           | Dr. Or. Muhammad, S.Pd., M.Pd. |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| 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                                                                                                                    |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Understanding Assessment Types (C2)                                                                                                                                                                                                           |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Developing and Organizing Assessment Tools (A4)                                                                                                                                                                                               |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Implementing Fair Assessment Practices (C3)                                                                                                                                                                                                   |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Analyzing Assessment Data (C4); Evaluating the process of learning (C5)                                                                                                                                                                       |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                               |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <table><tr><td>CPMK</td><td>CPL-1</td><td>CPL-2</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td></tr><tr><td>CPMK-3</td><td></td><td>✓</td></tr><tr><td>CPMK-4</td><td></td><td>✓</td></tr></table> |                 |     |           |                                | CPMK           | CPL-1 | CPL-2 | CPMK-1 | ✓  |    | CPMK-2 |    | ✓  | CPMK-3 |  | ✓ | CPMK-4 |  | ✓ |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK                                                                              | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | CPL-2                                                                                                                                                                                                                                         |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| 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                                                              | The Student Teaching Internship -Learning Assessment course aims to provide an in-depth understanding of the concepts, principles, and practices of assessment in the context of education. In this course, students will learn various types of assessment, from formative to summative assessment, as well as alternative assessment techniques that can be used to measure students' understanding and skills. Through various teaching methods, including case studies and group discussions, students are invited to analyze assessment strategies that are effective and relevant to the curriculum and students' learning needs. With an interactive approach, students will be equipped with the skills to design and implement fair and valid assessment tools and understand the importance of feedback in the learning process. In addition, this course also emphasizes the importance of student-focused assessment, which allows educators to understand the needs, learning styles, and potential of each individual. Students will be invited to explore how assessment can be used as a tool to improve the quality of learning and motivate students. Through collaborative projects and the development of assessment tools, students are expected to be able to apply theory into practice, so that they are ready to become competent educators in evaluating and supporting student development holistically. Thus, this course plays an important role in forming educational professionals who understand and are able to manage the assessment process well. |                                                                                                                                                                                                                                               |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Pustaka                                                                           | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                 |     |           |                                |                |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
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| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                      |                                                                                                                                                                                                                                                                            |                                                                                                                                                                     |                                                                                  |                                          |                                                                                                                                                                                                                                              |                     |
| <ol style="list-style-type: none"> <li>Scholar</li> <li>SINTA</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                      |                                                                                                                                                                                                                                                                            |                                                                                                                                                                     |                                                                                  |                                          |                                                                                                                                                                                                                                              |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                      | Prof. Dr. I Made Sri Undy Mahardika, M.Pd.<br>Prof. Dr. Imam Syafii, M.Kes.<br>Dr. Drs. Arif Bulqini, M.Kes.<br>Dr. Or. Muhammad, S.Pd., M.Pd.<br>Dr. Fransisca Januarumi Marhaendra Wijaya, S.Pd., M.Kes.<br>Mohammad Faruk, S.Pd., M.Kes.<br>Muhammad Asrul Sidik, M.Pd. |                                                                                                                                                                     |                                                                                  |                                          |                                                                                                                                                                                                                                              |                     |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students are able to describe the meaning of assessment, principles, characteristics, various techniques and the role of assessment. | Students have comprehensive competencies regarding learning assessment.                                                                                                                                                                                                    | <b>Kriteria:</b><br>Students clearly explain their knowledge<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Lectures, discussions, and Q&A<br>2 X 50                                         | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Learning assessment<br><b>Pustaka:</b><br>Davis, T. M., & Brown, S. L. (2021). Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289. | 3%                  |

|   |                                                                                                                                      |                                                                         |                                                                                                                                                                                                 |                                          |                                          |                                                                                                                                                                                                                                                     |    |
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| 2 | Students are able to describe the meaning of assessment, principles, characteristics, various techniques and the role of assessment. | Students have comprehensive competencies regarding learning assessment. | <b>Kriteria:</b><br>Students clearly explain their knowledge<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk                             | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Learning assessment<br><b>Pustaka:</b><br>Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i> | 3% |
| 3 | Students are able to describe the meaning of assessment, principles, characteristics, various techniques and the role of assessment. | Students have comprehensive competencies regarding learning assessment. | <b>Kriteria:</b><br>Students clearly explain their knowledge<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk                             | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Learning assessment<br><b>Pustaka:</b><br>Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i> | 3% |
| 4 | Students are able to describe the meaning of assessment, principles, characteristics, various techniques and the role of assessment. | Students have comprehensive competencies regarding learning assessment. | <b>Kriteria:</b><br>Students clearly explain their knowledge<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk                             | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Learning assessment<br><b>Pustaka:</b><br>Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i> | 3% |
| 5 | Students are able to plan tests. Test planning: a. Test planning aspects b. Writing a question grid                                  | Students can plan tests that are in accordance with the learning theme. | <b>Kriteria:</b><br>tests that are arranged according to the discussion of the material.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Assessment aspects<br><b>Pustaka:</b><br>Harrison, C. & Lee, H. (2020). <i>Assessment for Learning Across Classrooms and Borders. Routledge.</i>                                                                                  | 3% |

|    |                                                                                                     |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                              |                                          |                                          |                                                                                                                                                                                                                                                       |     |
|----|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 6  | Students are able to plan tests. Test planning: a. Test planning aspects b. Writing a question grid | Students can plan tests that are in accordance with the learning theme.                                                                                                                                                                                                                            | <b>Kriteria:</b><br>tests that are arranged according to the discussion of the material.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                                              | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Assessment aspects<br><b>Pustaka:</b><br>Harrison, C. & Lee, H. (2020). <i>Assessment for Learning Across Classrooms and Borders</i> . Routledge.                                                                                   | 3%  |
| 7  | Students are able to plan tests. Test planning: a. Test planning aspects b. Writing a question grid | Students can plan tests that are in accordance with the learning theme.                                                                                                                                                                                                                            | <b>Kriteria:</b><br>tests that are arranged according to the discussion of the material.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                                              | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Assessment aspects<br><b>Pustaka:</b><br>Harrison, C. & Lee, H. (2020). <i>Assessment for Learning Across Classrooms and Borders</i> . Routledge.                                                                                   | 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>2 X 50                            | UTS<br>2 X 50                            | <b>Materi:</b><br>Measurement of learning success<br><b>Pustaka:</b><br>Popham, W. J. (2022). <i>Classroom Assessment: What Teachers Need to Know</i> . Pearson.                                                                                      | 20% |
| 9  | Students are able to describe the meaning of tests, measurements, test uses and test ethics.        | Accuracy and suitability of students in describing the meaning of tests, measurements, test uses and test ethics.                                                                                                                                                                                  | <b>Kriteria:</b><br>Accuracy and suitability of students in describing the meaning of tests, measurements, test uses and test ethics.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Demonstration<br>2 X 50                  | Demonstration<br>2 X 50                  | <b>Materi:</b><br>Measurement of learning success<br><b>Pustaka:</b><br>Andrade, H., Huff, K., & Brooke, G. (2021). <i>Handbook of Formative Assessment in the Disciplines</i> . Routledge.                                                           | 4%  |
| 10 | Students are able to analyze questions.                                                             | Students critically analyze the questions. Analysis of Question Item<br>a. The need for analysis of question item<br>b. Characteristics of question items: Level of difficulty, differential power, functionality of the trickster<br>c. Characteristics of test devices: Reliability and validity | <b>Kriteria:</b><br>Accuracy and suitability of students in analyzing questions.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                                                      | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Assessment Standards<br><b>Pustaka:</b><br>Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation</i> . Journal of Teacher Education, 72(4), 276-289. | 4%  |

|    |                                                      |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                     |                                          |                                          |                                                                                                                                                                                                                                                                                                                                                                                           |    |
|----|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 11 | Students are able to analyze questions.              | Students critically analyze the questions. Analysis of Question Item a. The need for analysis of question item b. Characteristics of question items: Level of difficulty, differential power, functionality of the trickster c. Characteristics of test devices: Reliability and validity | <b>Kriteria:</b><br>Accuracy and suitability of students in analyzing questions.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk                             | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Assessment Standards<br><b>Pustaka:</b><br>Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>                                                                                                                                      | 4% |
| 12 | Students are able to analyze questions.              | Students critically analyze the questions. Analysis of Question Item a. The need for analysis of question item b. Characteristics of question items: Level of difficulty, differential power, functionality of the trickster c. Characteristics of test devices: Reliability and validity | <b>Kriteria:</b><br>Accuracy and suitability of students in analyzing questions.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk                             | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b><br>Assessment Standards<br><b>Pustaka:</b><br>Davis, T. M., & Brown, S. L. (2021). <i>Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>                                                                                                                                      | 4% |
| 13 | Students are able to develop assessment instruments. | Students critically and analytically develop affective domain assessment instruments.                                                                                                                                                                                                     | <b>Kriteria:</b><br>Accuracy and suitability of students to develop effective domain assessment instruments.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b> standar penilaian<br><b>Pustaka:</b><br>Permendikbud No. 66 Tahun 2013 tentang Standar Penilaian.<br><br><b>Materi:</b><br>Assessment Standards<br><b>Pustaka:</b><br>Jackson, L. E., & Turner, C. S. (2021). <i>Integrating Learning Assessment into Student Teaching Programs: Approaches and Best Practices. Journal of Curriculum and Instruction, 38(5), 214-227.</i> | 4% |

|    |                                                |                                                                |                                                                                                                                                                                                 |                                          |                                          |                                                                                                                                                                                                                                                                                                                                                                           |     |
|----|------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 14 | Students are able to process measurement data. | Students critically and analytically process measurement data. | <b>Kriteria:</b><br>Accuracy and suitability of students in processing measurement data.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b> Lesson Assessment<br><b>Pustaka:</b><br><i>Davis, T. M., &amp; Brown, S. L. (2021). Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>                                                                                                                        | 4%  |
| 15 | Students are able to process measurement data. | Students critically and analytically process measurement data. | <b>Kriteria:</b><br>Accuracy and suitability of students in processing measurement data.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Lectures, discussions, and Q&A<br>2 X 50 | Lectures, discussions, and Q&A<br>2 X 50 | <b>Materi:</b> Lesson Assessment<br><b>Pustaka:</b><br><i>Davis, T. M., &amp; Brown, S. L. (2021). Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation. Journal of Teacher Education, 72(4), 276-289.</i>                                                                                                                        | 4%  |
| 16 | UAS                                            | UAS                                                            | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk                                                                  | UAS<br>2 X 50                            | UAS<br>2 X 50                            | <b>Materi:</b> standar penilaian<br><b>Pustaka:</b><br><i>Permendikbud No. 66 Tahun 2013 tentang Standar Penilaian.</i><br><br><b>Materi:</b> All Materials<br><b>Pustaka:</b><br><i>Parker, L. M., &amp; Turner, J. T. (2021). Assessment for Learning: Evaluating Student Performance in Student Teaching Internships. Journal of Educational Policy, 29(2), 72-85.</i> | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

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