



Universitas Negeri Surabaya
Fakultas Ilmu Pendidikan
Program Studi S1 Pendidikan Luar Sekolah

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Ilmu Pendidikan	8620502239	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	1	1 Juli 2024
OTORISASI	Pengembang RPS		Koordinator RMK	Koordinator Program Studi	
	Widya Nusantara, S.Pd., M.Pd. ; Dr. Rivo Nugroho, S.Pd., M.Pd. ; Dr. Heryanto Susilo, S.Pd., M.Pd.		Dr. Heryanto Susilo, S.Pd., M.Pd.	Rivo Nugroho, S.Pd., M.Pd.	

Model Pembelajaran	Case Study
---------------------------	------------

Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK
CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
CPL-5	Menguasai konsep dasar pendidikan luar sekolah untuk dapat mengelola program-program pendidikan non formal
CPL-7	Menguasai proses perencanaan, pelaksanaan dan mengevaluasi program pendidikan nonformal
CPL-12	Mampu menunjukkan sikap bertanggung jawab dan bekerja sama sesuai dengan norma dan etika profesi
	Capaian Pembelajaran Mata Kuliah (CPMK)
CPMK - 1	Menerapkan keahlian kependidikan dan memanfaatkan IPTEKS dalam menyelesaikan masalah-masalah yang berkaitan dengan pendidikan secara teoritis dan praktis serta beradaptasi terhadap situasi yang dihadapi.
CPMK - 2	Menguasai konsep teoritis tentang pendidikan secara mendalam dan mampu memformulasikan penyelesaian masalah secara prosedural.
CPMK - 3	Mengambil keputusan yang tepat berdasarkan analisis informasi dan data serta mampu memandu dalam memilih berbagai alternatif solusi secara mandiri dan kelompok.
CPMK - 4	Bertanggung jawab atas kinerja pembelajaran diri sendiri, kesepakatan dengan rekan kelompok dalam memahami konsep dasar kependidikan secara teoritis dan praktis, serta menerapkan teori pendidikan yang relevan dalam bidang studinya secara tepat. Teoritis dan praktis serta mampu beradaptasi dengan situasi yang dihadapi.

Matrik CPL - CPMK

	CPMK	CPL-3	CPL-5	CPL-7	CPL-12
CPMK-1		✓	✓	✓	
CPMK-2		✓		✓	✓
CPMK-3			✓	✓	✓
CPMK-4		✓	✓	✓	

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

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 Education Science course discusses the basic concepts of education, human nature and development, the foundation of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and character education in formal and non-formal education. This course is designed to provide a theoretical and practical foundation for students who want to understand how the education system works and how to apply educational principles in various contexts. The course also discusses the Definition of Education, Philosophy of Education, Psychology of Education, Sociology of Education, Curriculum and Teaching, Education Management, and Development of Education in Indonesia. Assessment is based on attendance, participation, and written exams.
-----------------------------	---

Pustaka	Utama :
----------------	----------------

1. Basri, Hasan. 2013. Landasan Pendidikan. Bandung: CV Pustaka Setia
2. Hasbullah. 2013. Dasar-dasar Ilmu Pendidikan. Jakarta: Rajawali Pers
3. Ihsan, Fuad. 2011. Dasar-Dasar Kependidikan. Jakarta: PT. Rineka Cipta
4. Mudyahardjo, Redja. 2011. Pengantar Pendidikan. Jakarta: PT Rajagrafindo Persada
5. M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori dan Praktek Pendidikan . Surabaya: Bintang Surabaya
6. Sadulloh, Uyoh, dkk. 2014. Pedagogik (Ilmu Mendidik). Bandung: Afabeta
7. Arif Rohman. 2009. Memahami Pendidikan dan Ilmu Pendidikan. Yogyakarta: Laksbang
8. Mediatama. Depdikbud . 1985. Pendidikan di Indonesia dari Jaman ke Jaman. Jakarta : Balai Pustaka
9. Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto.
10. Suryati Sidharto, & Dwi siswoyo. 1995. Pengantar Ilmu Pendidikan. Yogyakarta : FIP IKIP YOGYAKARTA.
11. Driyarkara . 1980. Driyarkara tentang Pendidikan. Yogyakarta : Penerbit Kanisius.
12. John I. Goodlad,. Educational Renewal. San francisco : Jossey-Bass Publishers
13. John Dewey. 1950. Democracy and Education. New York : The Macmillan Company.
14. Roesminingsih, M. V., & Susarno, L. H. (2023). Memahami Ilmu Pendidikan Dalam Praktik. Madiun: CV. Bayfa Cendekia Indonesia.
15. Imam Barnadib & Sutari Imam Barnadib. 1996. Beberapa Aspek Substansial Ilmu Pendidikan. Yogyakarta : Penerbit Andi.

Pendukung :

Dosen Pengampu
 Rivo Nugroho, S.Pd., M.Pd.
 Dr. Heryanto Susilo, S.Pd., M.Pd.
 Dr. Shobri Firman Susanto, S.Pd., M.Pd.
 Monica Widayawari, M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the importance of basic education courses and basic educational concepts	1. Orientation of the Basics of Education course.2. Describe the basic concepts of education	Kriteria: in accordance with the lecturer's recommendations based on creativity, innovativeness, normativeness and dynamic thought patterns. Bentuk Penilaian : Aktifitas Partisipatif	Meetings 1 to 7 with Direct Learning Model and Lecture Method, Question and Answer and Individual Assignments 2 X 50	Meetings 1 to 7 with Direct Learning Model and Lecture Method, Question and Answer and Individual Assignments 2 X 50	Materi: basics of education and basic concepts of education Pustaka: <i>Hasbullah. 2013. Dasar-dasar Ilmu Pendidikan. Jakarta: Rajawali Pers</i> Materi: basics of education and basic concepts of education Pustaka: <i>Basri, Hasan. 2013. Landasan Pendidikan. Bandung: CV Pustaka Setia</i> Materi: basics of education and basic concepts of education Pustaka: <i>Ihsan, Fuad. 2011. Dasar-Dasar Kependidikan. Jakarta: PT. Rineka Cipta</i>	3%
2	Understanding Human Nature and Development	1. Describe the essential nature of humans 2. Describe the dimensions of human nature 3. Describe the development of human dimensions 4. Describes the complete Indonesian human figure	Kriteria: Attached to chapter 2 of Book 1 Educational Theory and Practice Bentuk Penilaian : Aktifitas Partisipatif	Questions and answers and group discussions and individual assignments 2 X 50	Questions and answers and group discussions and individual assignments 2 x 50	Materi: Human Nature and Development Pustaka: <i>Mudyahardjo, Redja. 2011. Pengantar Pendidikan. Jakarta: PT Rajagrafindo Persada</i> Materi: Man and his development Pustaka: <i>M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori dan Praktek Pendidikan . Surabaya: Bintang Surabaya</i> Materi: Human nature Pustaka: <i>M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori dan Praktek Pendidikan . Surabaya: Bintang Surabaya</i>	3%

3	Understanding Human Nature and Development	1. Describe the essential nature of humans 2. Describe the dimensions of human nature 3. Describe the development of human dimensions 4. Describes the complete Indonesian human figure	Kriteria: 1. Present your paper, using the following steps: 2.1. Make a paper presentation in a maximum of 20 minutes along with questions and answers according to the moderator's directions 3.2. Pay attention to questions and input from other participants 4.3. Answer participants' questions and respond/record other participants' input Bentuk Penilaian : Aktifitas Partisipatif	Questions and answers and group discussions and individual assignments 2 X 50	ceramah, Tanya jawab dan Diskusi Kelompok serta penugasan secara Individu 2 x 50	Materi: humans and the nature of humanity Pustaka: <i>Sadulloh, Uyoh, dkk. 2014. Pedagogik (Ilmu Mendidik). Bandung: Afabeta</i> Materi: the essence of human life Pustaka: <i>Arif Rohman. 2009. Memahami Pendidikan dan Ilmu Pendidikan. Yogyakarta: Laksbang</i> Materi: humans and development Pustaka: <i>Arif Rohman. 2009. Memahami Pendidikan dan Ilmu Pendidikan. Yogyakarta: Laksbang</i>	3%
4	Understanding the Nature of Education	1. Describe the meaning of education 2. Describe the Education Process 3. Describe and analyze the function of education	Kriteria: 1. Full marks are obtained if you do all the questions correctly and with mental reasoning 2. Completeness of results reports and class presentations Bentuk Penilaian : Aktifitas Partisipatif	Questions and answers, discussions and individual assignments. 2 X 50	Questions and answers, discussions and individual assignments. 2 x 50	Materi: The essence of education Pustaka: <i>Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto.</i> Materi: Educational issues Pustaka: <i>Suryati Sidharto, & Dwi siswoyo. 1995. Pengantar Ilmu Pendidikan. Yogyakarta : FIP IKIP YOGYAKARTA.</i> Materi: Education and media Pustaka: <i>Mediatama. Depdikbud . 1985. Pendidikan di Indonesia dari Jaman ke Jaman. Jakarta : Balai Pustaka</i>	3%
5	1. Describe the basis, objectives and functions of national education 2. Describe educational institutions 3. Describe educational programs and management	1. Describe the meaning of system 2. Describe the various systems 3. Describe education as a system	Kriteria: 1. Completeness of results reports and class presentations 2. three Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Question and Answer and Giving Individual Assignments 2 X 50	Discussion, Question and Answer and Giving Individual Assignments 2 x 50	Materi: Basics, goals, functions of national education Pustaka: <i>Imam Barnadib & Sutari Imam Barnadib. 1996. Beberapa Aspek Substansial Ilmu Pendidikan. Yogyakarta : Penerbit Andi.</i> Materi: Educational institutions Pustaka: <i>Roesminingsih, M. V., & Susarno, L. H. (2023). Memahami Ilmu Pendidikan Dalam Praktik. Madiun: CV. Bayfa Cendekia Indonesia.</i> Materi: education programs and management Pustaka: <i>John Dewey. 1950. Democracy and Education. New York : The Macmillan Company.</i>	3%

6	Understanding the national education system	1. Describe the basis, objectives, functions of national education. educational institutions 2. Describe educational programs and management	Kriteria: 1.1. If an individual student can report more than 3 pages according to the provisions, they will be given a score of 80 2.2. If individual students can report according to the provisions of only 2 pages, they will be given a score of 75 3.3. If an individual student can report according to the provisions with only 1 page they will be given a score of 60. If an individual student can report according to the provisions with only 1 page they will be given a score of 0 Bentuk Penilaian : Aktifitas Partisipasif	Discussions, Questions and Answers and Giving Individual Assignments, Observations to Elementary Schools 2 X 50	Giving Individual Assignments and Observations to Elementary Schools 2 x 50	Materi: pendidikan di indonesia Pustaka: Suryati Sidharto, & Dwi siswoyo. 1995. <i>Pengantar Ilmu Pendidikan</i> . Yogyakarta : FIP IKIP YOGYAKARTA. Materi: National education system Pustaka: Mudyahardjo, Redja. 2011. <i>Pengantar Pendidikan</i> . Jakarta: PT Rajagrafindo Persada Materi: education in Indonesia Pustaka: Suryati Sidharto, & Dwi siswoyo. 1995. <i>Pengantar Ilmu Pendidikan</i> . Yogyakarta : FIP IKIP YOGYAKARTA.	3%
7	1. Analyze the development of institutional/educational environments in Indonesia before and after independence.2. Describe the concept of education from various figures, a.l.: a. Ki Hajar Dewantarab. H. Achmad Dahlan. Moch. Syafi 19id. R.A. Kartinie. Dewi Sartika2. Do the in-depth questions at the end of the mandatory book chapter/package book.	1. Describe the foundation of education2. Describe the historical basis3. Describe the philosophical basis.4. Describe the psychological basis5. Describe the sociological basis.6. Describe the cultural basis and Tut Wuri Handayani7. Describe the basis of science and technology	Kriteria: 1. Students can submit assignments completely without looking at their accuracy, given a score of 85.2. Students who can submit assignments incompletely without looking at their accuracy are given a score of 75.3. Students who cannot submit assignments according to the provisions are given a score of 0... Bentuk Penilaian : Aktifitas Partisipasif, Tes	Questions and answers & giving individual assignments 2 X 50	Questions and answers & giving individual assignments 2 x 50	Materi: institutional development/educational environment in Indonesia before and after independence Pustaka: M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. <i>Teori dan Praktek Pendidikan</i> . Surabaya: Bintang Surabaya Materi: Educational concepts from various figures Pustaka: Arif Rohman. 2009. <i>Memahami Pendidikan dan Ilmu Pendidikan</i> . Yogyakarta: Laksbang Materi: Character education concept Pustaka: Driyarkara . 1980. <i>Driyarkara tentang Pendidikan</i> . Yogyakarta : Penerbit Kanisius.	20%
8	Completion of answers to UTS questions. basics of education courses,	carried out carefully, correctly and systematically, rationally, logically,	Bentuk Penilaian : Tes	Written Exam. 2 X 50	Written Exam. 2 x 50	Materi: material for meetings 1 to 7 Pustaka: M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. <i>Teori dan Praktek Pendidikan</i> . Surabaya: Bintang Surabaya	4%

9	Understand the concept of teaching as a profession	1. Describe the meaning of teaching as a profession 2. Describe the responsibilities of teachers 3. Describe the duties of teachers 4. Describe the role of teachers 5. Describe the professional competence of teachers Describe the teacher's code of ethics	Kriteria: The score is given according to the weight/quality delivered. Bentuk Penilaian : Aktifitas Partisipatif	Questions and answers and giving group assignments. 2 X 50	Questions and answers and giving group assignments. 2 x 50	Materi: Pendidikan Indonesia Pustaka: Arif Rohman. 2009. <i>Memahami Pendidikan dan Ilmu Pendidikan</i> . Yogyakarta: Laksbang Materi: Teachers and the educational profession Pustaka: Sadulloh, Uyoh, dkk. 2014. <i>Pedagogik (Ilmu Mendidik)</i> . Bandung: Afabeta Materi: Indonesian Education Pustaka: Arif Rohman. 2009. <i>Memahami Pendidikan dan Ilmu Pendidikan</i> . Yogyakarta: Laksbang	4%
10	Understanding educational problems.	1 Describe theoretical problems 2 Describe practical problems 3 Describe practical problems in Indonesia 4. Describe efforts to overcome educational problems in Indonesia.	Kriteria: While showing activeness in the lecture process and discussion process. Bentuk Penilaian : Aktifitas Partisipatif	Questions and answers and giving group assignments and dialogue. 3 X 50		Materi: Permasalahan Pustaka: Dwi Siswoyo dkk. 2007. <i>Ilmu Pendidikan</i> . Yogyakarta: UNY Press. Dirto Hadisusanto. Materi: The learning process in Indonesia Pustaka: Arif Rohman. 2009. <i>Memahami Pendidikan dan Ilmu Pendidikan</i> . Yogyakarta: Laksbang Materi: Problem Pustaka: Dwi Siswoyo dkk. 2007. <i>Ilmu Pendidikan</i> . Yogyakarta: UNY Press. Dirto Hadisusanto.	4%
11	Understanding educational problems.	1 Describe theoretical problems 2 Describe practical problems 3 Describe practical problems in Indonesia 4. Describe efforts to overcome educational problems in Indonesia.	Kriteria: While showing activeness in the lecture process and discussion process. Bentuk Penilaian : Aktifitas Partisipatif, Tes	Questions and answers and giving group assignments and dialogue. 2 X 50	Questions and answers and giving group assignments and dialogue. 2 X 50	Materi: Educational problems Pustaka: Imam Barnadib & Sutari Imam Barnadib. 1996. <i>Beberapa Aspek Substansial Ilmu Pendidikan</i> . Yogyakarta : Penerbit Andi. Materi: Educational issues Pustaka: John Dewey. 1950. <i>Democracy and Education</i> . New York : The Macmillan Company. Materi: Education in Indonesia Pustaka: Driyarkara . 1980. <i>Driyarkara tentang Pendidikan</i> . Yogyakarta : Penerbit Kanisius.	4%

12	Understanding educational innovation in Indonesia	<p>1. Describe the concept of change and innovation. 2. Describe the meaning of educational innovation. 3. Describe the goals of innovation. 4. Describe the innovation cycle. 5. Describe the problems that require educational innovation. 6. Describe various educational innovation efforts in Indonesia. 7. Describe the renewal of the education system for educational staff. 8. Describe decision making in educational innovation. 9. Describe the obstacles in educational innovation. 10. Describe resistance. 11. Describe the factors that need to be considered in innovation to avoid rejection.</p>	<p>Kriteria: 1. Responsive to criticism and input, 2. Participants' activeness in providing individual responses</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Questions and answers and giving group assignments, field observations and case study assignments. 2 X 50</p>		<p>Materi: Pendidikan dan inovasinya Pustaka: <i>Sadulloh, Uyoh, dkk. 2014. Pedagogik (Ilmu Mendidik). Bandung: Alfabeta</i></p> <p>Materi: Learning Event Unit Pustaka: <i>Imam Barnadib & Sutari Imam Barnadib. 1996. Beberapa Aspek Substansial Ilmu Pendidikan. Yogyakarta : Penerbit Andi.</i></p> <p>Materi: Education and innovation Pustaka: <i>Sadulloh, Uyoh, dkk. 2014. Pedagogik (Ilmu Mendidik). Bandung: Alfabeta</i></p>	4%
13	Understanding educational innovation in Indonesia	<p>1. Describe the concept of change and innovation. 2. Describe the meaning of educational innovation. 3. Describe the goals of innovation. 4. Describe the innovation cycle. 5. Describe the problems that require educational innovation. 6. Describe various educational innovation efforts in Indonesia. 7. Describe the renewal of the education system for educational staff. 8. Describe decision making in educational innovation. 9. Describe the obstacles in educational innovation. 10. Describe resistance. 11. Describe the factors that need to be considered in innovation to avoid rejection.</p>	<p>Kriteria: 1. Responsive to criticism and input, 2. Participants' activeness in providing individual responses</p> <p>Bentuk Penilaian : Tes</p>	<p>Questions and answers and giving group assignments, field observations and case study assignments. 2 X 50</p>		<p>Materi: Educational innovation in Indonesia Pustaka: <i>Roesminingsih, M. V., & Susarno, L. H. (2023). Memahami Ilmu Pendidikan Dalam Praktik. Madiun: CV. Bayfa Cendekia Indonesia.</i></p> <p>Materi: Practice. Madiun: CV. Bayfa Indonesian Scholar. Pustaka: <i>Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto.</i></p> <p>Materi: Educational innovation in Indonesia Pustaka: <i>M. V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori dan Praktek Pendidikan . Surabaya: Bintang Surabaya</i></p> <p>Materi: Educational innovation Pustaka: <i>Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto.</i></p>	4%

14	Understanding character education	1. Describe the basis of the concept of character education 2. Describe the basis of character values 3. Describe the stages of character development	Kriteria: The process activities are carried out by students seriously. Bentuk Penilaian : Aktifitas Partisipasif	Questions and answers, giving group assignments 2 X 50	2 X 50	Materi: Character education concept Pustaka: <i>Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto.</i> Materi: Stages of character develStages of character development Pustaka: <i>Mediatama. Depdikbud . 1985. Pendidikan di Indonesia dari Jaman ke Jaman. Jakarta : Balai Pustaka</i>	4%
15	Understanding character education	1. Describe the basis of the concept of character education 2. Describe the basis of character values 3. Describe the stages of character development	Kriteria: The process activities are carried out by students seriously. Bentuk Penilaian : Aktifitas Partisipasif	Tanya jawab, Pemberian Tugas kelompok 2 X 50	Questions and answers, giving group assignments 2 x 50	Materi: Character education concept Pustaka: <i>John I. Goodlad., Educational Renewal. San francisco : Jossey-Bass Publishers</i> Materi: foundation of character values Pustaka: <i>Imam Barnadib & Sutari Imam Barnadib. 1996. Beberapa Aspek Substansial Ilmu Pendidikan. Yogyakarta : Penerbit Andi.</i> Materi: Stages of character development Pustaka: <i>Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto.</i>	4%
16	Final exams		Bentuk Penilaian : Tes	Written Final Semester Exam 2 x 50	Online Final Semester Exam 2 x 50	Materi: Ilmu Pendidikan Pustaka: <i>Suryati Sidharto, & Dwi siswoyo. 1995. Pengantar Ilmu Pendidikan. Yogyakarta : FIP IKIP YOGYAKARTA.</i> Materi: Education and the Nature of Education Pustaka: <i>Driyarkara . 1980. Driyarkara tentang Pendidikan. Yogyakarta : Penerbit Kanisius.</i> Materi: Education Science Pustaka: <i>Suryati Sidharto, & Dwi siswoyo. 1995. Pengantar Ilmu Pendidikan. Yogyakarta : FIP IKIP YOGYAKARTA.</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Tes	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.

RPS ini telah divalidasi pada tanggal 17 Mei 2024

Koordinator Program Studi S1
Pendidikan Luar Sekolah



Rivo Nugroho, S.Pd., M.Pd.
NIDN 0005048107

UPM Program Studi S1
Pendidikan Luar Sekolah



Widya Nusantara, S.Pd., M.Pd.
NIDN 0018038703

File PDF ini digenerate pada tanggal 15 April 2025 Jam 01:04 menggunakan aplikasi RPS-OBE SiDia Unesa

