



**Universitas Negeri Surabaya**  
**Fakultas Matematika dan Ilmu Pengetahuan Alam**  
**Program Studi S1 Pendidikan Sains**

Kode  
Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

| MATA KULIAH (MK)                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | KODE                                                                                                                                                                                                                                                                                 | Rumpun MK |                 | BOBOT (sks) |     |                           | SEMESTER | Tgl Penyusunan |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|-------------|-----|---------------------------|----------|----------------|-----------|-------|-------|-------|-------|--------|----|--|--|--|--------|--|---|--|--|--------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|---|---|---|---|---|---|---|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|
| PLP-Analisis Kurikulum                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1000002051                                                                                                                                                                                                                                                                           |           |                 | T=2         | P=0 | ECTS=3.18                 | 6        | 10 Maret 2026  |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| OTORISASI                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Pengembang RPS                                                                                                                                                                                                                                                                       |           | Koordinator RMK |             |     | Koordinator Program Studi |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | TIM MBKM                                                                                                                                                                                                                                                                             |           | TIM MBKM        |             |     | .....                     |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Model Pembelajaran                                               | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                      |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Capaian Pembelajaran (CP)                                        | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                      |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                                                                                |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPL-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                                                                                           |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPL-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan                                                                                   |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPL-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mengembangkan diri secara berkelanjutan dan berkolaborasi.                                                                                                                                                                                                                           |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                      |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Memahami Model Kurikulum (C2)                                                                                                                                                                                                                                                        |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mampu menganalisis Komponen Kurikulum (C4)                                                                                                                                                                                                                                           |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mampu mengevaluasi Penerapan Kurikulum (C5)                                                                                                                                                                                                                                          |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                      |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <table><tr><th>CPMK</th><th>CPL-1</th><th>CPL-2</th><th>CPL-3</th><th>CPL-4</th></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td><td></td></tr></table> |           |                 |             |     |                           |          |                | CPMK      | CPL-1 | CPL-2 | CPL-3 | CPL-4 | CPMK-1 | ✓  |  |  |  | CPMK-2 |  | ✓ |  |  | CPMK-3 |   |   | ✓ |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CPL-1                                                                                                                                                                                                                                                                                | CPL-2     | CPL-3           | CPL-4       |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ✓                                                                                                                                                                                                                                                                                    |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                      | ✓         |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-3                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                      | ✓         |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                      |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | <table><tr><th rowspan="2">CPMK</th><th colspan="16">Minggu Ke</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></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></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                                                             | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                      |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                  | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                                                                                                                                                                                                                                                                                    | 3         | 4               | 5           | 6   | 7                         | 8        | 9              | 10        | 11    | 12    | 13    | 14    | 15     | 16 |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-1                                                           | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ✓                                                                                                                                                                                                                                                                                    | ✓         | ✓               | ✓           |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-2                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                      |           |                 |             | ✓   | ✓                         | ✓        | ✓              | ✓         | ✓     | ✓     |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| CPMK-3                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                      |           |                 |             |     |                           |          |                |           |       |       | ✓     | ✓     | ✓      | ✓  |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Deskripsi Singkat MK                                             | Mata kuliah Analisis Kurikulum PLP dirancang untuk membekali mahasiswa dengan keterampilan menganalisis dan mengevaluasi kurikulum pendidikan secara kritis. Dalam mata kuliah ini, mahasiswa akan mempelajari berbagai model dan pendekatan dalam pengembangan kurikulum, serta memahami prinsip-prinsip dasar yang mendasari struktur dan implementasi kurikulum di berbagai jenjang pendidikan. Selain itu, mereka akan mengeksplorasi elemen-elemen kurikulum seperti tujuan pembelajaran, isi, metode pengajaran, dan evaluasi kurikulum. Pemahaman tentang konteks sosial, budaya, dan kebijakan pendidikan yang memengaruhi pengembangan kurikulum juga akan menjadi fokus utama. Selama mata kuliah ini, mahasiswa akan dilibatkan dalam kegiatan yang mengharuskan mereka menganalisis kurikulum yang diterapkan di sekolah atau lembaga pendidikan lainnya. Mereka akan mengidentifikasi kekuatan dan kelemahan kurikulum yang ada dan memberikan rekomendasi untuk perbaikan. Mata kuliah ini tidak hanya mengajarkan keterampilan teknis dalam analisis kurikulum, tetapi juga menanamkan pemahaman yang mendalam tentang bagaimana kurikulum berperan dalam membentuk karakter siswa dan mencapai tujuan pendidikan. |                                                                                                                                                                                                                                                                                      |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Pustaka                                                          | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                      |           |                 |             |     |                           |          |                |           |       |       |       |       |        |    |  |  |  |        |  |   |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |

| <ol style="list-style-type: none"> <li>Fullan, M. (2020). Leading in a culture of change: Personal action guide and workbook. Jossey-Bass.</li> <li>Groff, J. (2023). The OECD Learning Compass 2030: Implications for mathematics curricula. Springer.</li> <li>Armatas, C., &amp; Spratt, C. (2021). Curriculum analytics: Exploring assessment objectives, types, and applications. Routledge.</li> <li>Sztajn, P., &amp; Smith, M. S. (2021). A framework for teacher learning: Connecting curriculum and professional development. Routledge.</li> <li>Heritage, M. (2022). Formative assessment in practice: A process of inquiry and action. Harvard Education Press.</li> <li>Turner, C. A., &amp; Roberts, G. L. (2021). Curriculum Analysis in Student Teaching Internships: Exploring Teacher Preparation through Practical Application. Journal of Curriculum Studies, 53(2), 87-102.</li> <li>Miller, A. R., &amp; Jacobs, M. T. (2022). Evaluating Curriculum Design in Student Teaching Internships: Practical Insights from Future Educators. Journal of Educational Practice, 16(3), 124-137.</li> <li>Barker, H. J., &amp; Kelly, S. L. (2021). Curriculum Design and Analysis in Student Teaching: A Critical Component of Teacher Preparation. Educational Leadership Review, 34(6), 258-271.</li> <li>Davis, M., &amp; Thompson, S. P. (2021). Integrating Curriculum Analysis into Student Teaching Programs: Challenges and Opportunities. Teaching and Teacher Education, 96, 168-179.</li> <li>Brown, L. M., &amp; Harrison, J. G. (2022). Student Teaching Internships and the Practice of Curriculum Analysis: Bridging Theory and Application. Journal of Educational Assessment, 19(1), 44-59.</li> <li>Simmons, R. P., &amp; Walker, S. E. (2021). Curriculum Analysis in Teacher Preparation: Insights from Student Teaching Experiences. Journal of Education Research, 39(3), 123-135.</li> <li>Hughes, D., &amp; Carter, R. L. (2022). Curriculum Evaluation in Student Teaching: A Framework for Teacher Preparation. Educational Policy and Leadership, 26(7), 208-222.</li> <li>Reynolds, C. S., &amp; Foster, L. M. (2021). Analyzing Curriculum in Student Teaching Programs: The Role of Reflective Practice. Journal of Teacher Development, 15(5), 85-99.</li> <li>Doolittle, P. E., &amp; Schmitt, E. (2021). Exploring the Connection Between Curriculum Design and Student Teaching Internships. Journal of Curriculum and Instruction, 39(2), 112-125.</li> <li>Thompson, J. M., &amp; Wilson, G. P. (2022). Curriculum Analysis as a Tool for Enhancing Student Teaching Internship Experiences. International Journal of Education Research, 41(2), 95-107.</li> <li>Mardiani, DP (2023). Urgensi Pemahaman Ilmu Pengasuhan Anak oleh Orang Tua Milenial. Jurnal Paradigma , 15 (1), 82-93.</li> </ol> |                                                                                 |                                                |                                                                                                                                     |                                                                                   |                              |                                                                                                                                                                                        |                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                 |                                                |                                                                                                                                     |                                                                                   |                              |                                                                                                                                                                                        |                     |
| <ol style="list-style-type: none"> <li>Schoolar</li> <li>SINTA</li> <li>Mardiani, DP (2023). Urgensi Pemahaman Ilmu Pengasuhan Anak oleh Orang Tua Milenial. Jurnal Paradigma , 15 (1), 82-93.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                 |                                                |                                                                                                                                     |                                                                                   |                              |                                                                                                                                                                                        |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                 | Dr. Elok Sudibyo, S.Pd.,M.Pd.                  |                                                                                                                                     |                                                                                   |                              |                                                                                                                                                                                        |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                 | Penilaian                                      |                                                                                                                                     | Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                              | Materi Pembelajaran [ Pustaka ]                                                                                                                                                        | Bobot Penilaian (%) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                 | Indikator                                      | Kriteria & Bentuk                                                                                                                   | Luring (offline)                                                                  | Daring (online)              |                                                                                                                                                                                        |                     |
| (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | (2)                                                                             | (3)                                            | (4)                                                                                                                                 | (5)                                                                               | (6)                          | (7)                                                                                                                                                                                    | (8)                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mampu mengidentifikasi kurikulum sekolah yang diterapkan pada satuan pendidikan | Semakin aktif diskusi, semakin tinggi nilainya | <b>Kriteria:</b><br>Pertanyaan yang baik dan beragam<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | kuliah dan diskusi<br>2 x 50                                                      | kuliah dan diskusi<br>2 x 50 | <b>Materi:</b><br>School Curriculum<br><b>Pustaka:</b><br>Armatas, C., & Spratt, C. (2021). Curriculum analytics: Exploring assessment objectives, types, and applications. Routledge. | 3%                  |

|   |                                                                                 |                                                    |                                                                                                                                                                              |                              |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |
|---|---------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | Mampu mengidentifikasi kurikulum sekolah yang diterapkan pada satuan pendidikan | Siswa aktif selama pembelajaran dan memberikan ide | <b>Kriteria:</b><br>Siswa aktif selama pembelajaran dan memberikan ide<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | kuliah dan diskusi<br>2 x 50 | kuliah dan diskusi<br>2 x 50 | <b>Materi:</b><br>School Curriculum<br><b>Pustaka:</b><br><i>Armatas, C., &amp; Spratt, C. (2021). Curriculum analytics: Exploring assessment objectives, types, and applications. Routledge.</i><br><hr/> <b>Materi:</b><br>student teaching internship and the practice of curriculum analysis<br><b>Pustaka:</b><br><i>Brown, L. M., &amp; Harrison, J. G. (2022). Student Teaching Internships and the Practice of Curriculum Analysis: Bridging Theory and Application. Journal of Educational Assessment, 19(1), 44-59.</i><br><hr/> <b>Materi:</b><br>urgensi pemahaman ilmu pengasuhan anak oleh orang tua milenial<br><b>Pustaka:</b><br><i>Mardiani, DP (2023). Urgensi Pemahaman Ilmu Pengasuhan Anak oleh Orang Tua Milenial. Jurnal Paradigma , 15 (1), 82-93.</i> | 3% |
|---|---------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

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|---|--------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 3 | Mampu menganalisis implementasi kurikulum sekolah/kompetensi keahlian dengan pendekatan tertentu             | Siswa aktif dalam proses pembelajaran. | <b>Kriteria:</b><br>Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                     | diskusi<br>2 x 50    | diskusi<br>2 x 50    | <b>Materi:</b><br>School Curriculum<br><b>Pustaka:</b><br><i>Barker, H. J., &amp; Kelly, S. L. (2021). Curriculum Design and Analysis in Student Teaching: A Critical Component of Teacher Preparation. Educational Leadership Review, 34(6), 258-271.</i> | 3% |
| 4 | Able to analyze the implementation of the school curriculum/expertise competencies using a specific approach | Siswa aktif dalam proses pembelajaran. | <b>Kriteria:</b><br>Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | discussion<br>2 x 50 | discussion<br>2 x 50 | <b>Materi:</b><br>School Curriculum<br><b>Pustaka:</b><br><i>Barker, H. J., &amp; Kelly, S. L. (2021). Curriculum Design and Analysis in Student Teaching: A Critical Component of Teacher Preparation. Educational Leadership Review, 34(6), 258-271.</i> | 3% |
| 5 | Mampu menganalisis implementasi kurikulum sekolah/kompetensi keahlian dengan pendekatan tertentu.            | Siswa aktif dalam proses pembelajaran. | <b>Kriteria:</b><br>Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | diskusi<br>2 x 50    | diskusi<br>2 x 50    | <b>Materi:</b><br>School Curriculum<br><b>Pustaka:</b><br><i>Barker, H. J., &amp; Kelly, S. L. (2021). Curriculum Design and Analysis in Student Teaching: A Critical Component of Teacher Preparation. Educational Leadership Review, 34(6), 258-271.</i> | 3% |

|   |                                                                                      |               |                                                                                                                                |                   |                   |                                                                                                                                                                                                                                                                                                                |     |
|---|--------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 6 | Mampu menyusun program semester dan program tahunan pada kelas dan jenjang tertentu. | diskusi aktif | <b>Kriteria:</b><br>Bobot Pertanyaan<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk            | diskusi<br>2 x 50 | diskusi<br>2 x 50 | <b>Materi:</b><br>evaluating curriculum design in student teaching internship<br><b>Pustaka:</b><br><i>Miller, A. R., &amp; Jacobs, M. T. (2022). Evaluating Curriculum Design in Student Teaching Internships: Practical Insights from Future Educators. Journal of Educational Practice, 16(3), 124-137.</i> | 3%  |
| 7 | Mampu menyusun program semester dan program tahunan pada kelas dan jenjang tertentu. | diskusi aktif | <b>Kriteria:</b><br>Bobot Pertanyaan<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                | diskusi<br>2 x 50 | diskusi<br>2 x 50 | <b>Materi:</b><br>analyzing curriculum in student teaching programs<br><b>Pustaka:</b><br><i>Reynolds, C. S., &amp; Foster, L. M. (2021). Analyzing Curriculum in Student Teaching Programs: The Role of Reflective Practice. Journal of Teacher Development, 15(5), 85-99.</i>                                | 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>School Curriculum<br><b>Pustaka:</b><br><i>Turner, C. A., &amp; Roberts, G. L. (2021). Curriculum Analysis in Student Teaching Internships: Exploring Teacher Preparation through Practical Application. Journal of Curriculum Studies, 53(2), 87-102.</i>                                   | 20% |

|    |                                                                                                       |                                                                  |                                                                                                                                                                                             |                   |                   |                                                                                                                                                                                                                                                                                                             |    |
|----|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9  | Mampu mengevaluasi implementasi program semester dan program tahunan pada kelas dan jenjang tertentu. | Siswa aktif selama pembelajaran dan memiliki pertanyaan kritis   | <b>Kriteria:</b><br>Siswa aktif selama pembelajaran dan memiliki pertanyaan kritis<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk   | diskusi<br>2 x 50 | diskusi<br>2 x 50 | <b>Materi:</b><br>evaluating curriculum design in student teaching internship<br><b>Pustaka:</b><br>Miller, A. R., & Jacobs, M. T. (2022). <i>Evaluating Curriculum Design in Student Teaching Internships: Practical Insights from Future Educators. Journal of Educational Practice</i> , 16(3), 124-137. | 4% |
| 10 | Mampu mengevaluasi pelaksanaan program semester dan program tahunan pada kelas dan jenjang tertentu   | Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis | <b>Kriteria:</b><br>Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | diskusi<br>2 x 50 | diskusi<br>2 x 50 | <b>Materi:</b><br>integrating curriculum analysis into student teaching programs<br><b>Pustaka:</b><br>Davis, M., & Thompson, S. P. (2021). <i>Integrating Curriculum Analysis into Student Teaching Programs: Challenges and Opportunities. Teaching and Teacher Education</i> , 96, 168-179.              | 4% |
| 11 | Mampu mengevaluasi pelaksanaan program semester dan program tahunan pada kelas dan jenjang tertentu   | Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis | <b>Kriteria:</b><br>Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | diskusi<br>2 x 50 | diskusi<br>2 x 50 | <b>Materi:</b><br>formative assesment in practice : A progress of inquiry and action<br><b>Pustaka:</b><br>Heritage, M. (2022). <i>Formative assesment in practice: A process of inquiry and action. Harvard Education Press</i> .                                                                          | 4% |

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|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 12 | Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis                                                                                             | Students are active during learning and have critical questions  | <b>Kriteria:</b><br>Students are active during learning and have critical questions<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk  | diskusi<br>2 x 50     | diskusi<br>2 x 50     | <b>Materi:</b><br>student teaching internship and the practice of curriculum analysis<br><b>Pustaka:</b><br>Brown, L. M., & Harrison, J. G. (2022). <i>Student Teaching Internships and the Practice of Curriculum Analysis: Bridging Theory and Application. Journal of Educational Assessment, 19(1), 44-59.</i>       | 4% |
| 13 | Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis                                                                                             | Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis | <b>Kriteria:</b><br>Siswa aktif selama pembelajaran dan mengajukan pertanyaan kritis<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | diskusi<br>2 x 50     | diskusi<br>2 x 50     | <b>Materi:</b><br>curriculum analysis as a tool for enhancing student teaching internship express<br><b>Pustaka:</b><br>Thompson, J. M., & Wilson, G. P. (2022). <i>Curriculum Analysis as a Tool for Enhancing Student Teaching Internship Experiences. International Journal of Education Research, 41(2), 95-107.</i> | 4% |
| 14 | Able to prepare a follow-up plan based on the results of the evaluation of the implementation of semester programs and annual programs at classes and levels | Berpartisipasi Aktif di Kelas                                    | <b>Kriteria:</b><br>Berpartisipasi Aktif di Kelas<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                                            | perkuliahan<br>2 x 50 | perkuliahan<br>2 x 50 | <b>Materi:</b><br>curriculum analytis exploring assesment objectives<br><b>Pustaka:</b><br>Armatas, C., & Spratt, C. (2021). <i>Curriculum analytics: Exploring assessment objectives, types, and applications. Routledge.</i>                                                                                           | 4% |

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|----|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | Mampu menyusun rencana tindak lanjut berdasarkan hasil evaluasi pelaksanaan program semester dan program tahunan pada kelas dan jenjang | Berpartisipasi Aktif di Kelas | <b>Kriteria:</b><br>Pernyataan yang Berarti<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk    | perkuliahan<br>2 x 50 | perkuliahan<br>2 x 50 | <b>Materi:</b><br>curriculum evaluation in student teaching a framework for teacher preparation<br><b>Pustaka:</b><br>Hughes, D., & Carter, R. L. (2022). <i>Curriculum Evaluation in Student Teaching: A Framework for Teacher Preparation. Educational Policy and Leadership</i> , 26(7), 208-222. | 4%  |
| 16 | UAS                                                                                                                                     | bobot ide                     | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | UAS<br>2 x 50         | UAS<br>2 x 50         | <b>Materi:</b> All Materials<br><b>Pustaka:</b><br>Armatas, C., & Spratt, C. (2021). <i>Curriculum analytics: Exploring assessment objectives, types, and applications</i> . Routledge.                                                                                                              | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasi                      | 27%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 56.5%      |
| 3. | Praktik / Unjuk Kerja                      | 16.5%      |
|    |                                            | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- 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.