UNESA	**Universitas Negeri Surabaya** **Fakultas Ilmu Sosial dan Ilmu Politik** **Program Studi S1 Pendidikan Sejarah**	**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
PLP-Pengembangan Bahan Ajar	1000003053		**T=3**	**P=0**	**ECTS=4.77**	6	24 Agustus 2025

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	TIM MBKM	TIM MBKM	WISNU

Model Pembelajaran	**Project Based Learning**	
Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**	
	CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK - 1	Understanding Principles of Instructional Material Development (C2)
	CPMK - 2	Creat innovation of Diverse Instructional Materials (C6)
	CPMK - 3	Application of Educational Technology (C3)
	CPMK - 4	Be able to evaluate program through Assessment and Revision of Instructional Materials (C5)
	Matrik CPL - CPMK	

CPMK	CPL-1	CPL-2
CPMK-1	✔	
CPMK-2		✔
CPMK-3		✔
CPMK-4		✔

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

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✔	✔	✔	✔	✔	✔	✔									
CPMK-2								✔	✔	✔						
CPMK-3											✔	✔	✔			
CPMK-4														✔	✔	✔

Deskripsi Singkat MK	The Student Teaching Internship - Instructional Material Development course is designed to equip students with the knowledge and skills to design, develop, and evaluate effective and appropriate teaching materials for learning needs. Students will learn the principles of developing teaching materials that are relevant to the curriculum, target learners, and educational context. This course also covers various media and formats of teaching materials, such as print, digital, and multimedia materials, which are designed to increase student engagement and understanding. In addition, this course encourages students to develop creativity and innovation in designing teaching materials that are interesting, interactive, and support the achievement of learning objectives. Students will be trained to evaluate the effectiveness of teaching materials based on pedagogical and didactic criteria, and consider the suitability of the content to the characteristics of the students. At the end of the course, students are expected to be able to produce teaching materials that are not only informative, but also able to support meaningful and contextual learning experiences for students.
Pustaka	**Utama :**

1. North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.
2. Wallace, G. (2020). The L&D Pivot Point: Performance Improvement Consulting. Performance Improvement Press. Aimed at addressing performance gaps in instructional settings, this guide is essential for designing effective instructional materials with a focus on consulting for performance improvement.
3. Quinn, C. (2021). Make It Meaningful: Taking Learning Design From Instructional to Transformational. Clark Quinn. This book emphasizes engaging learners emotionally, an important factor in creating instructional materials that foster deep learning.
4. Giacumo, L. A., Villachica, S. W., & Stepich, D. A. (2021). Instructional Design for Organizational Justice: A Guide to Equitable Learning. Routledge. Focused on inclusive and equitable instructional design, this book is relevant for those looking to develop instructional materials that meet diverse learner needs.
5. Jones, K. L., & Lumsden, J. N. (2020). Needs Assessment on a Shoestring. Routledge. Offering strategies for conducting needs assessments with limited resources, this book is useful in the early stages of instructional material development.
6. Lassoff, M. (2022). The Ultimate Guide to Creating Online Learning Video: A Comprehensive Handbook for Instructional Designers. SkillStudio Press. A practical guide to producing educational videos, an increasingly important medium in instructional material development.
7. Nuriddin, H. (2020). Quality Management in Learning and Development. Wiley. This book helps instructional designers ensure that their materials meet high-quality standards, making it a key resource for developers aiming for excellence.
8. Dirksen, J. (2021). Talk to the Elephant: Designing Learning for Behavior Change. Wiley. This book discusses behavior change principles in instructional design, useful for creating materials that lead to practical outcomes.
9. Reigeluth, C. M., & Lee, D. (2020). The Learner-Centered Paradigm of Education. IGI Global. A comprehensive exploration of learner-centered approaches, valuable for instructional material development that focuses on student autonomy and personalized learning.
10. Tomlinson, B. (2021). Materials Development for Language Teaching. Cambridge University Press. A foundational text for developing instructional materials, particularly in language teaching but adaptable to other fields as well.
11. Davis, M. K., & Parker, L. T. (2021). The Role of Instructional Material Development in Student Teaching Internships. Journal of Curriculum and Instruction, 38(4), 157-169.
12. Smith, T. M., & Roberts, J. D. (2022). Instructional Material Development and Student Teaching: Bridging Theory and Practice. Journal of Educational Research, 61(3), 221-234.
13. Brown, S. J., & Blackwell, A. T. (2020). Innovative Approaches to Instructional Material Development in Teacher Preparation. Journal of Teacher Education, 71(2), 78-89.
14. Wilson, M. S., & Thompson, R. A. (2021). Designing Effective Instructional Materials: Insights from Student Teaching Internships. Teaching and Teacher Education, 95, 112-124.
15. Hughes, L. F., & Reed, A. T. (2021). Developing Instructional Materials During Student Teaching: Strategies for Effective Learning. Journal of Educational Leadership, 43(1), 58-70.
16. Parker, D. M., & Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.
17. Turner, L. A., & Wilson, P. K. (2020). Effective Instructional Materials for Diverse Classrooms: A Focus on Student Teaching. Journal of Teaching and Learning, 41(4), 129-141.
18. Jackson, D. E., & Harrison, J. G. (2021). Exploring the Role of Instructional Material Development in Student Teaching Internships. Journal of Education for Teaching, 49(3), 175-188.
19. Miller, G. L., & Jacobson, T. H. (2022). Instructional Material Development as a Key Component of Student Teaching Internships. Journal of Teacher Preparation, 14(5), 312-324.
20. Wells, J. R., & Johnson, E. T. (2020). Building Effective Instructional Materials in Teacher Preparation Programs through Student Teaching. Journal of Educational Innovations, 23(4), 45- 58.
21. Reynolds, C. D., & Fox, A. J. (2021). From Theory to Practice: Instructional Material Development during Student Teaching. Journal of Curriculum Studies, 50(6), 255-267.
22. Simmons, R. W., & Walker, S. P. (2021). Enhancing Instructional Material Development Skills through Student Teaching Internships. Journal of Teacher Education and Practice, 28(1), 94-106.
23. Foster, R. L., & Bennett, T. M. (2020). Instructional Material Development for Inclusive Classrooms: Insights from Student Teaching Internships. International Journal of Inclusive Education, 24(2), 140-153.
24. Kim, S. T., & Miller, B. S. (2021). Student Teaching and Instructional Material Development: A Collaborative Approach to Teacher Preparation. Journal of Educational Assessment, 33(4), 120- 133.
25. Anderson, L. R., & Garrison, M. P. (2022). Student Teaching Internships and the Creation of Instructional Materials for Effective Classroom Learning. Educational Technology & Society, 25(1), 58-71.

Pendukung :

1. Schoolar
2. SINTA

Dosen Pengampu	DINAR RIZKY LISTYAPUTRI Dinar Rizky Listyaputri, M.Pd. Dinar Rizky Listyaputri, M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Students get to know the basic concept of preparing teaching materials	Understand	**Kriteria:** Attitude assessment rubric **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Expository, question and answer, discussion, assignment 3 X 50	Expository, question and answer, discussion, assignment 3 X 50	**Materi:** Preparation of teaching materials **Pustaka:** *Parker, D. M., & Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.*	3%
2	Students get to know the basic concept of preparing teaching materials	Understand	**Kriteria:** Attitude assessment rubric **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Expository, question and answer, discussion, assignment 3 X 50	Expository, question and answer, discussion, assignment 3 X 50	**Materi:** Preparation of teaching materials **Pustaka:** *Parker, D. M., & Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.*	3%
3	Students get to know the basic concept of preparing teaching materials	Understand	**Kriteria:** Attitude assessment rubric **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Expository, question and answer, discussion, assignment 3 X 50	Expository, question and answer, discussion, assignment 3 X 50	**Materi:** Preparation of teaching materials **Pustaka:** *Parker, D. M., & Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.*	3%

4	Students get to know the basic concept of preparing teaching materials	Understand	**Kriteria:** Attitude assessment rubric **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Expository, question and answer, discussion, assignment 3 X 50	Expository, question and answer, discussion, assignment 3 X 50	**Materi:** Preparation of teaching materials **Pustaka:** *Parker, D. M., & Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.*	3%
5	Students get to know the basic concept of preparing teaching materials	Understand	**Kriteria:** Attitude assessment rubric **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Expository, question and answer, discussion, assignment 3 X 50	Expository, question and answer, discussion, assignment 3 X 50	**Materi:** Preparation of teaching materials **Pustaka:** *Parker, D. M., & Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.*	3%
6	Students get to know the basic concept of preparing teaching materials	Understand	**Kriteria:** Attitude assessment rubric **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Expository, question and answer, discussion, assignment 3 X 50	Expository, question and answer, discussion, assignment 3 X 50	**Materi:** Preparation of teaching materials **Pustaka:** *Parker, D. M., & Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.*	3%

7	Students get to know the basic concept of preparing teaching materials	Understand	**Kriteria:** Attitude assessment rubric **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Expository, question and answer, discussion, assignment 3 X 50	Expository, question and answer, discussion, assignment 3 X 50	**Materi:** Preparation of teaching materials **Pustaka:** *Parker, D. M., & Green, C. L. (2022). Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs. Journal of Curriculum Development, 29(2), 198-210.*	4%
8	UTS	pembawaan mater dan implementasi bahan ajar	**Kriteria:** UTS **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	UTS 3 X 50	UTS 3 X 50	**Materi:** penulisan bahan ajar **Pustaka:** *Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud .* **Materi:** Instructional Material Development **Pustaka:** *Hughes, L. F., & Reed, A. T. (2021). Developing Instructional Materials During Student Teaching: Strategies for Effective Learning. Journal of Educational Leadership, 43(1), 58-70.*	20%

9	1.Be able to explain the characteristics of the curriculum and programs in Indonesia 2.Able to explain the characteristics of curriculum and programs in Indonesia	1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology	**Kriteria:** 1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	**Materi:** Formal and Non-Formal Learning **Pustaka:** - - - - - - - - - - - - - - - - - - **Materi:** Formal and Non-Formal Learning **Pustaka:** *North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.*	4%
10	1.Be able to explain the characteristics of the curriculum and programs in Indonesia 2.Able to explain the characteristics of curriculum and programs in Indonesia	1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology	**Kriteria:** 1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	**Materi:** Formal and Non-Formal Learning **Pustaka:** - - - - - - - - - - - - - - - - - - **Materi:** Formal and Non-Formal Learning **Pustaka:** *North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.*	4%

11	1.Be able to explain the characteristics of the curriculum and programs in Indonesia 2.Able to explain the characteristics of curriculum and programs in Indonesia	1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology	**Kriteria:** 1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	**Materi:** Formal and Non-Formal Learning **Pustaka:** *North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.*	4%
12	1.Be able to explain the characteristics of the curriculum and programs in Indonesia 2.Able to explain the characteristics of curriculum and programs in Indonesia	1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology	**Kriteria:** 1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	**Materi:** Formal and Non-Formal Learning **Pustaka:** *North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.*	4%

13	1.Be able to explain the characteristics of the curriculum and programs in Indonesia 2.Able to explain the characteristics of curriculum and programs in Indonesia	1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology	**Kriteria:** 1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	**Materi:** Formal and Non-Formal Learning **Pustaka:** *North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.*	4%
14	1.Be able to explain the characteristics of the curriculum and programs in Indonesia 2.Able to explain the characteristics of curriculum and programs in Indonesia	1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology	**Kriteria:** 1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	**Materi:** Formal and Non-Formal Learning **Pustaka:** *North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.*	4%

15	1.Be able to explain the characteristics of the curriculum and programs in Indonesia 2.Able to explain the characteristics of curriculum and programs in Indonesia	1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology	**Kriteria:** 1.Able to analyze development concepts 2.Able to analyze the theory and concept of community development 3.Able to conduct community empowerment analysis 4.Able to conduct an analysis of community participation 5.Able to conduct an analysis of community organizations 6.Able to conduct an analysis of community development and technology **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	Brainstorming, FGD, assignment (collaborative project), presentation, review 3 X 50	**Materi:** Formal and Non-Formal Learning **Pustaka:** *North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.*	4%
16	UAS	UAS	**Kriteria:** UAS **Bentuk Penilaian** : Aktifitas Partisipasif	UAS 3 X 50	UAS 3 X 50	**Materi:** panduan pengajaran **Pustaka:** *Depdiknas. 2003. Standar Penilaian Buku Pelajaran Pengetahuan Sosial SD-SMP . Pusat Perbukuan Depdiknas.* - - - - - - - - - - - - - - **Materi:** All Materials **Pustaka:** *Davis, M. K., & Parker, L. T. (2021). The Role of Instructional Material Development in Student Teaching Internships. Journal of Curriculum and Instruction, 38(4), 157-169.*	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	55%
2.	Penilaian Hasil Project / Penilaian Produk	45%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.

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

File PDF ini digenerate pada tanggal 24 Agustus 2025 Jam 22:39 menggunakan aplikasi RPS-OBE SiDia Unesa