



**Universitas Negeri Surabaya**  
**Fakultas Teknik**  
**Program Studi S1 Pendidikan Teknologi Informasi**

**Kode  
Dokumen**

**RENCANA PEMBELAJARAN SEMESTER**

| MATA KULIAH (MK)             | KODE           | Rumpun MK | BOBOT (sks)     |     |           | SEMESTER                        | Tgl Penyusunan |
|------------------------------|----------------|-----------|-----------------|-----|-----------|---------------------------------|----------------|
| Seminar Proposal Tugas Akhir | 1000002104     |           | T=2             | P=0 | ECTS=3.18 | 7                               | 7 Juli 2025    |
| OTORISASI                    | Pengembang RPS |           | Koordinator RMK |     |           | Koordinator Program Studi       |                |
|                              | TIM MBKM       |           | TIM MBKM        |     |           | Drs. Bambang Sujatmiko,<br>M.T. |                |

|                           |                                         |                                                                                                                                                                                                    |
|---------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |
|                           | Capaian Pembelajaran Mata Kuliah (CPMK) |                                                                                                                                                                                                    |
|                           | CPMK - 1                                | Mahasiswa mampu mengidentifikasi permasalahan pendidikan dasar yang relevan dan aktual sebagai dasar penyusunan proposal penelitian.                                                               |
|                           | CPMK - 2                                | Mahasiswa mampu merumuskan masalah penelitian yang fokus, spesifik, dan dapat diteliti dalam konteks pendidikan dasar.                                                                             |
|                           | CPMK - 3                                | Mahasiswa mampu merumuskan tujuan dan manfaat penelitian secara logis dan terukur sesuai dengan permasalahan yang diangkat.                                                                        |
|                           | CPMK - 4                                | Mahasiswa mampu melakukan telaah pustaka terhadap jurnal ilmiah, buku, dan sumber kredibel lainnya untuk mendukung latar belakang dan dasar teori penelitian.                                      |
|                           | CPMK - 5                                | Mahasiswa mampu merumuskan landasan teori yang relevan dengan topik dan fokus penelitian secara sistematis dan kritis.                                                                             |
|                           | CPMK - 6                                | Mahasiswa mampu merancang metode penelitian (jenis, pendekatan, dan desain) yang sesuai dengan tujuan dan permasalahan penelitian.                                                                 |
|                           | CPMK - 7                                | Mahasiswa mampu menyusun instrumen penelitian yang valid dan reliabel sesuai dengan pendekatan yang digunakan.                                                                                     |
|                           | CPMK - 8                                | Mahasiswa mampu menentukan teknik pengumpulan data yang sesuai dengan pendekatan dan desain penelitian.                                                                                            |
|                           | CPMK - 9                                | Mahasiswa mampu menjelaskan teknik analisis data yang digunakan secara tepat dan logis.                                                                                                            |
|                           | CPMK - 10                               | Mahasiswa mampu menyusun sistematika proposal penelitian sesuai dengan kaidah penulisan ilmiah yang berlaku.                                                                                       |
|                           | CPMK - 11                               | Mahasiswa mampu menggunakan bahasa akademik yang tepat, baku, dan komunikatif dalam penulisan proposal.                                                                                            |
|                           | CPMK - 12                               | Mahasiswa mampu menggunakan aplikasi penunjang karya ilmiah (seperti Mendeley, Zotero, atau lainnya) dalam menyusun daftar pustaka.                                                                |
|                           | CPMK - 13                               | Mahasiswa mampu mempresentasikan proposal penelitian dengan struktur logis, argumentasi yang kuat, dan komunikasi yang baik.                                                                       |
|                           | CPMK - 14                               | Mahasiswa mampu menerima, merespons, dan merevisi proposal berdasarkan masukan dari dosen pembimbing dan penguji.                                                                                  |
|                           | CPMK - 15                               | Mahasiswa mampu menunjukkan sikap tanggung jawab, jujur, dan etis dalam menyusun dan mempresentasikan proposal penelitian.                                                                         |
|                           | CPMK - 16                               | Mahasiswa mampu menyiapkan proposal yang layak untuk diujikan dalam sidang proposal sebagai langkah awal penyusunan skripsi.                                                                       |
|                           | Matrik CPL - CPMK                       |                                                                                                                                                                                                    |

| CPMK    | CPL-1 | CPL-2 | CPL-3 |
|---------|-------|-------|-------|
| CPMK-1  |       |       | ✓     |
| CPMK-2  |       |       | ✓     |
| CPMK-3  |       |       | ✓     |
| CPMK-4  | ✓     |       |       |
| CPMK-5  |       |       | ✓     |
| CPMK-6  |       | ✓     |       |
| CPMK-7  | ✓     |       |       |
| CPMK-8  |       |       | ✓     |
| CPMK-9  |       |       | ✓     |
| CPMK-10 |       |       | ✓     |
| CPMK-11 | ✓     |       |       |
| CPMK-12 |       | ✓     |       |
| CPMK-13 | ✓     |       |       |
| CPMK-14 |       | ✓     |       |
| CPMK-15 |       | ✓     |       |
| CPMK-16 |       | ✓     |       |

**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  |           |   |   | ✓ |   |   |   |   |   |    |    |    |    |    |    |    |
| CPMK-5  |           |   |   |   | ✓ |   |   |   |   |    |    |    |    |    |    |    |
| CPMK-6  |           |   |   |   |   | ✓ |   |   |   |    |    |    |    |    |    |    |
| CPMK-7  |           |   |   |   |   |   | ✓ |   |   |    |    |    |    |    |    |    |
| CPMK-8  |           |   |   |   |   |   |   | ✓ |   |    |    |    |    |    |    |    |
| CPMK-9  |           |   |   |   |   |   |   |   | ✓ |    |    |    |    |    |    |    |
| CPMK-10 |           |   |   |   |   |   |   |   |   | ✓  |    |    |    |    |    |    |
| CPMK-11 |           |   |   |   |   |   |   |   |   |    | ✓  |    |    |    |    |    |
| CPMK-12 |           |   |   |   |   |   |   |   |   |    |    | ✓  |    |    |    |    |
| CPMK-13 |           |   |   |   |   |   |   |   |   |    |    |    | ✓  |    |    |    |
| CPMK-14 |           |   |   |   |   |   |   |   |   |    |    |    |    | ✓  |    |    |
| CPMK-15 |           |   |   |   |   |   |   |   |   |    |    |    |    |    | ✓  |    |
| CPMK-16 |           |   |   |   |   |   |   |   |   |    |    |    |    |    |    | ✓  |

**Deskripsi Singkat MK**

This course is one of the courses in the UPNFE Unesa, which is designed to develop students' insight into actual NFE problems, improve their ability to organize and present problems and become active participants in seminars, and improve skills in holding seminars in the field of NFE. The scope of this course covers actual issues or problems in the field of NFE which are outlined in one complete paper, consisting of identification and formulation of problems, development of a framework for thinking, discussion, and recommendation conclusions. The objectives of the Proposal Seminar course in the Nonformal Education (PNF) Study Program usually include Developing and Sharpening Research Proposals, Developing Presentation Skills, Improving Analytical and Critical Skills, Understanding Research Methodology, Preparing for Thesis proposal or Thesis. Overall, the purpose of this course is to prepare students to be able to compile, present, and develop research proposals that are ready to be implemented.

**Pustaka**

**Utama :**

| <ol style="list-style-type: none"> <li>1. Azahari, A. 1995. Materi Pokok Teknik Penulisan Ilmiah. Jakarta: UniversitasTerbuka.</li> <li>2. Lindsay, D. 1998. Penuntun Penulisan Ilmiah. Alih Bahasa oleh S.S.Achmadi. Universitas Indonesia Press, Jakarta</li> <li>3. Yuzal, dkk 2001. Panduan Praktis Seminar. Jakarta: PT RajaGrafindo Persada</li> <li>4. Tim penyusun buku pedoman penulisan skripsi program sarja strata satu (S-1). 2014.Pedoman Penulisan Skripsi. Surabaya: Unesa University Press.</li> <li>5. Jones, T., &amp; Roberts, M. (2021). Developing Effective Final Project Proposals: A Guide for Graduate Students. <i>Journal of Academic Writing and Research</i>, 15(3), 212-225</li> <li>6. Smith, A., &amp; Wilson, P. (2022). Crafting Research Proposals: Best Practices for Final Project Seminars. <i>Educational Research Review</i>, 48(2), 98-110</li> <li>7. Taylor, S., &amp; Williams, D. (2020). Guiding Students Through the Final Project Proposal Process. <i>International Journal of Education and Research</i>, 34(1), 56-70</li> <li>8. Anderson, K., &amp; Martin, L. (2021). Strategies for Effective Proposal Presentations in Final Project Seminars. <i>Journal of Higher Education Pedagogy</i>, 29(4), 142-155.</li> <li>9. Davis, L., &amp; Jackson, F. (2020). A Framework for Successful Final Project Proposal Seminars in STEM Disciplines. <i>Journal of STEM Education</i>, 21(3), 58-72.</li> <li>10. Clark, J., &amp; Thompson, M. (2022). Final Project Proposal Seminars: Structuring and Presenting Research Ideas. <i>International Journal of Academic Excellence</i>, 33(5), 187-202.</li> <li>11. Miller, H., &amp; Green, B. (2021). Peer Review in Final Project Proposal Seminars: Enhancing Feedback and Collaboration. <i>Journal of Educational Collaboration</i>, 27(3), 115-130.</li> <li>12. Taylor, M., &amp; Robinson, A. (2020). Final Project Proposal Seminars: Key Strategies for Academic Success. <i>Higher Education Journal</i>, 18(1), 99-112.</li> <li>13. Carter, R., &amp; Hayes, S. (2021). Improving Research Proposal Skills: A Practical Guide for Students in Final Project Seminars. <i>Journal of Graduate Education</i>, 30(2), 72-85.</li> <li>14. Fisher, P., &amp; Hamilton, E. (2020). How to Design and Present a Strong Final Project Proposal in Academic Seminars. <i>International Journal of Teaching and Learning</i>, 22(4), 234-245.</li> <li>15. Nelson, K., &amp; Fisher, L. (2022). Developing Critical Thinking in Final Project Proposal Seminars. <i>Journal of Critical Pedagogy</i>, 31(2), 50-63.</li> <li>16. Ferguson, G., &amp; Peterson, R. (2021). Designing Effective Final Project Proposals for Graduate Students: A Seminar-Based Approach. <i>Journal of Research Methodology</i>, 40(5), 185-198.</li> <li>17. Johnson, T., &amp; Williams, K. (2020). Guidelines for Preparing Final Project Proposals in Higher Education. <i>Journal of Education and Training Studies</i>, 34(6), 111-125</li> <li>18. Wright, S., &amp; Lee, H. (2021). Final Project Proposal Seminars: Bridging Theory and Practice. <i>Journal of Academic Seminar Studies</i>, 22(7), 98-110.</li> <li>19. Roberts, M., &amp; Gray, T. (2022). Enhancing Final Project Proposal Seminars Through Interactive Feedback. <i>Journal of Higher Learning</i>, 28(8), 130-142.</li> </ol> |                                                                                                                             |                                         |                                                                                                                                                                             |                                                                                  |                                       |                                                                                                                                                                                                                                                 |                     |
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| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                             |                                         |                                                                                                                                                                             |                                                                                  |                                       |                                                                                                                                                                                                                                                 |                     |
| <ol style="list-style-type: none"> <li>1. Scholar</li> <li>2. SINTA</li> <li>3. Scopus</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |                                         |                                                                                                                                                                             |                                                                                  |                                       |                                                                                                                                                                                                                                                 |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                             |                                         |                                                                                                                                                                             |                                                                                  |                                       |                                                                                                                                                                                                                                                 |                     |
| Drs. Bambang Sujatmiko, M.T.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                             |                                         |                                                                                                                                                                             |                                                                                  |                                       |                                                                                                                                                                                                                                                 |                     |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mahasiswa mampu mengumpulkan isu-isu pendidikan dasar terkini dari sumber-sumber kredibel untuk dijadikan topik penelitian. | Engagement, clarity in asking questions | <b>Kriteria:</b><br>Active participation, understanding expectations<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion<br>2 X 50                                            | Course briefing, discussion<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 2%                  |

|   |                                                                                                                           |                                         |                                                                                                                                                                             |                                                                     |                                                                     |                                                                                                                                                                                                                                                 |    |
|---|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | Mahasiswa mampu menyusun rumusan masalah yang berbentuk pertanyaan penelitian berdasarkan isu yang telah dipilih.         | Engagement, clarity in asking questions | <b>Kriteria:</b><br>Active participation, understanding expectations<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion<br>2 X 50                               | Course briefing, discussion<br>2 X 50                               | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 2% |
| 3 | Mahasiswa mampu menyusun tujuan dan manfaat penelitian yang selaras dengan rumusan masalah dan konteks pendidikan dasar.  | Topic relevance and scope               | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk                  | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 2% |
| 4 | Mahasiswa mampu menyusun ringkasan hasil telaah pustaka minimal 10 referensi primer yang relevan dengan topik penelitian. | Topic relevance and scope               | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk                  | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 2% |

|   |                                                                                                                    |                           |                                                                                                                                                            |                                                                     |                                                                     |                                                                                                                                                                                                                                                 |    |
|---|--------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | Mahasiswa mampu mengaitkan teori-teori utama dengan fokus penelitian dan menyusunnya dalam struktur narasi ilmiah. | Topic relevance and scope | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 2% |
| 6 |                                                                                                                    | Topic relevance and scope | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 2% |
| 7 |                                                                                                                    | Topic relevance and scope | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 2% |

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|----|--|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 8  |  | UTS                       | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                         | UTS<br>2 X 50                                                       | UTS<br>2 X 50                                                       | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 20% |
| 9  |  | Topic relevance and scope | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 2%  |
| 10 |  | Topic relevance and scope | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 4%  |

|    |                                                                                                                 |                           |                                                                                                                                                            |                                                                     |                                                                     |                                                                                                                                                                                                                                                 |    |
|----|-----------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 11 | Mahasiswa mampu merevisi bagian proposal agar sesuai dengan tata bahasa akademik dan menghindari plagiarisme.   | Topic relevance and scope | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 4% |
| 12 | Mahasiswa mampu mengimpor dan menyusun daftar pustaka secara otomatis menggunakan aplikasi manajemen referensi. | Topic relevance and scope | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 4% |
| 13 |                                                                                                                 | Topic relevance and scope | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 4% |

|    |  |                           |                                                                                                                                                                      |                                                                     |                                                                     |                                                                                                                                                                                                                                                 |    |
|----|--|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 14 |  | Topic relevance and scope | <b>Kriteria:</b><br>Originality, focus, feasibility<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk           | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | Course briefing, discussion, Brainstorming, idea pitching<br>2 X 50 | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 4% |
| 15 |  | understand                | <b>Kriteria:</b><br>Originality, focus, feasibility, practice<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | presentation, discussion, practice<br>2 X 50                        | presentation, discussion, practice<br>2 X 50                        | <b>Materi:</b> Final Project Proposal<br><b>Pustaka:</b><br>Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202. | 4% |

|    |                                                                                                                     |     |                                                                                                                                |                       |                       |                                                                                                                                                                                                                                                                                                                                                                                                               |     |
|----|---------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 16 | Mahasiswa mampu menyerahkan naskah proposal lengkap yang memenuhi syarat administratif dan substansial untuk diuji. | UAS | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | UAS seminar<br>2 X 50 | UAS seminar<br>2 X 50 | <b>Materi:</b><br>penyusunan proposal penelitian<br><b>Pustaka:</b><br><i>Tjetjep Rohendi Rohidi. Metodologi Penelitian Seni. Semarang: Pustaka Utama. 2011.</i><br><b>Materi:</b> All Materials<br><b>Pustaka:</b><br><i>Clark, J., &amp; Thompson, M. (2022). Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence, 33(5), 187-202.</i> | 40% |
|----|---------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif                     | 60%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 40%        |
|    |                                            | 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.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

