



| <ol style="list-style-type: none"> <li>1. Anastasi, Anne.1997. Psychological Testing . New Jersey : Prentice Hall Inc.</li> <li>2. Azwar, Saifudin. 2002. Tes Prestasi . Yogyakarta : Liberty</li> <li>3. Calton, D. &amp; Covert, R.W. 2007. Designing and Constructing Instruments for Social Research and Evaluation . San Fransisco: John Wiley &amp; Sons, Inc</li> <li>4. Cronbach, L. J. 1998. Psychological Testing . New Jersey: Prentice-Hall, Inc</li> <li>5. Muhid, A., Suhadiyanto, &amp; Nurhidayat, D. 2015. Pengembangan Alat Ukur Psikologi . Surabaya: digilib.uinsby.ac.id</li> <li>6. Gay, L.R. 1985. Educational Evaluation And Measurement: Competencies for analysis and application . New York: Bell and Howell company.</li> <li>7. Tuckman. 1999. Conducting Eductional Research, Fifth edition . USA: Harcourt Brance &amp; Company.</li> <li>8. Lane, S., Raymond, M. R., &amp; Haladyna, T. M. (2015). Handbook of Test Development. Routledge.</li> <li>9. Reynolds, C. R., Altmann, R. A., &amp; Allen, D. N. (2021). Mastering modern psychological testing: Theory and Methods. Springer Nature</li> <li>10. Urbina, S. (2014). Essentials of psychological testing. John Wiley &amp; Sons</li> <li>11. Zanon, C., Hutz, C. S., Yoo, H. H., &amp; Hambleton, R. K. (2016). An application of item response theory to psychological test development. Psicologia: Reflexão e Crítica, 29.</li> <li>12. Duffy, R. D., Gensmer, N., Allan, B. A., Kim, H. J., Douglass, R. P., England, J. W., ... &amp; Blustein, D. L. (2019). Developing, validating, and testing improved measures within the Psychology of Working Theory. Journal of Vocational Behavior, 112, 199- 215.</li> <li>13. Lorelle, S., Atkins, K., &amp; Michel, R. (2021). Enhancing social justice and multicultural counseling competence through cultural immersion: A guide for faculty. Journal of Counselor Preparation and Supervision, 14(1), 4.</li> </ol> |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                     |                                                                                   |                      |                                                                                                                                                                                    |                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                            | <ol style="list-style-type: none"> <li>1. Khusumadewi, A., WS, H. W., &amp; Wiyono, B. D. (2017). Pengembangan modul cultural awareness untuk konselor sebaya. Jurnal Bikotetik (Bimbingan dan Konseling: Teori dan Praktik), 1(1), 30-36</li> <li>2. Khusumadewi, A., &amp; Pramesti, M. (2023, December). Development of Psychological Well-Being Scale for Students in Islamic Boarding Schools. In International Joint Conference on Arts and Humanities 2023 (IJCAH 2023) (pp. 1098-1104). Atlantis Press.</li> <li>3. Khusumadewi, A., Hanurawan, F., Hambali, I. M., &amp; Atmoko, A. (2024). Psychometric Properties of Psychological Well-being for Students in Boarding Schools: A Rasch Analysis. Migration Letters, 21(2), 425-437.</li> <li>4. Khusumadewi, A., Hariastuti, R. T., Wiryosutomo, H. W., &amp; Paramatatwa, Z. D. (2023). PELATIHAN PENYUSUNAN INSTRUMEN ADIKSI GAME PADA SISWA SEKOLAH MENENGAH PERTAMA. Transformasi dan Inovasi: Jurnal Pengabdian Masyarakat, 3(2), 85-89.</li> </ol> |                                                                                                                                                                     |                                                                                   |                      |                                                                                                                                                                                    |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                            | Prof. Dr. Budi Purwoko, S.Pd., M.Pd.<br>Dr. Evi Winingsih, S.Pd., M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                     |                                                                                   |                      |                                                                                                                                                                                    |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                            | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                     | Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                      | Materi Pembelajaran [ Pustaka ]                                                                                                                                                    | Bobot Penilaian (%) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                            | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Kriteria & Bentuk                                                                                                                                                   | Luring (offline)                                                                  | Daring (online)      |                                                                                                                                                                                    |                     |
| (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | (2)                                                                                                        | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | (4)                                                                                                                                                                 | (5)                                                                               | (6)                  | (7)                                                                                                                                                                                | (8)                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Understand the meaning of psychological measurement and the forms of psychological measurement instruments | <ol style="list-style-type: none"> <li>1.1.Students are able to understand lecture regulations</li> <li>2.Students are able to understand the meaning of psychological measurements</li> <li>3.Students are able to understand the development of psychological measurement efforts</li> <li>4.Students are able to understand the area of psychological measurement and the steps of psychological measurement</li> <li>5..Students are able to find and provide several examples of psychological measurement instruments</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Kriteria:</b><br>Assessment criteria: Tests and Quizzes<br>Assessment form : Participatory Activities<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Discussion<br>2 X 50                                                              | Discussion<br>2 X 50 | <b>Materi:</b><br>Learning materials:<br>Psychological Testing<br>Bibliography:<br>Anastasi, Anne.1997. Psychological Testing . New Jersey : Prentice Hall Inc.<br><b>Pustaka:</b> | 5%                  |

|   |                                                                            |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                               |                                              |                                                                                                                                                                                |    |
|---|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | able to understand measuring areas and practice confirming measuring areas | 1. understanding psychological attributes as hypothetical constructs<br>2. able to understand the dimension of attributes and behavioral indicators<br>3. able to create operational variables and definitions<br>4. able to present a blue print'<br>5. able to make grids           | <b>Kriteria:</b><br>Test and Quizez<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Praktikum                                                                                                                                               | Problem Based Learning<br>2 x 50                                                                                                                                                                              | Problem Based Learning<br>2 x 50             | <b>Materi:</b> Learning materials: Achievement Test Bibliography: Azwar, Saifudin. 2002. Tes Prestasi . Yogyakarta : Liberty.<br><b>Pustaka:</b>                               | 5% |
| 3 | Able to understand measuring areas and practice confirming measuring areas | 1.1. Understanding psychological Attributes as hypothetical constructs<br>2.2. Able to understand the dimensions of attributes and behavioral indicators<br>3.3. Able to create operational variables and definitions<br>4.4. Able to present a blue-print<br>5.5. Able to make grids | <b>Kriteria:</b><br>Assessment criteria: Tests and Quizzes<br>Assessment form : Project Results Assessment / Product Assessment<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja                                                 | 2 x 50                                                                                                                                                                                                        | Problem Based Learning<br>2 x 50             | <b>Materi:</b><br>Learning materials: Psychology of testing<br>Bibliography: Cronbach, L. J. 1998. Psychological Testing . New Jersey: Prentice- Hall, Inc.<br><b>Pustaka:</b> | 5% |
| 4 | Able to understand measuring areas and practice confirming measuring areas | 1.1. Able to understand the format for writing items and responses<br>2.2. Able to create examples of item writing formats in various forms<br>3.3. Able to create examples of response writing formats in various forms                                                              | <b>Kriteria:</b><br>Assessment criteria: Tests and Quizzes<br>Assessment form : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lectures and questions and answers • Explaining the contents of the paper • Asking & answering questions • Conducting class discussions • Practice creating formats for writing items and responses<br>2 x 50 | Lectures and questions and answers<br>2 x 50 | <b>Materi:</b><br>Learning materials: Psychological Testing<br>Bibliography: Anastasi, Anne. 1997. Psychological Testing . New Jersey : Prentice Hall Inc.<br><b>Pustaka:</b>  | 5% |

|   |                                                                            |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                             |                                                                                                                                                                                                                       |                                                  |                                                                                                                                                                  |     |
|---|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 5 | Able to understand measuring areas and practice confirming measuring areas | <p>1.1. Able to understand the format for writing items and responses</p> <p>2.2. Able to create examples of item writing formats in various forms</p> <p>3.3. Able to create examples of response writing formats in various forms</p> | <p><b>Kriteria:</b><br/>Assessment criteria: Tests and Quizzes<br/>Assessment form : Project Results Assessment / Product Assessment, Portfolio Assessment</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p>  | <p>Lectures and questions and answers • Explaining the contents of the paper • Asking &amp; answering questions • Conducting class discussions • Practice creating formats for writing items and responses 2 x 50</p> | <p>Lectures and questions and answers 2 x 50</p> | <p><b>Materi:</b><br/>Learning materials: Achievement Test<br/>Bibliography: Azwar, Saifudin. 2002. Tes Prestasi . Yogyakarta : Liberty.<br/><b>Pustaka:</b></p> | 5%  |
| 6 | Understand scaling and scoring                                             | <p>1.1. Understand scaling and scoring</p> <p>2.2. Able to understand response</p> <p>3.3. Able to make score scaling</p>                                                                                                               | <p><b>Kriteria:</b><br/>Assessment criteria: Tests and Quizzes<br/>Assessment form : Project Results Assessment / Product Assessment</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif, Praktik / Unjuk Kerja</p> | <p>Lectures and questions and answers • Explaining the contents of the paper • Asking &amp; answering questions • Conducting class discussions • Practicing scale scoring 2 x 50</p>                                  | <p>Lectures and questions and answers</p>        | <p><b>Materi:</b><br/>Learning materials: Achievement Test<br/>Bibliography: Azwar, Saifudin. 2002. Tes Prestasi . Yogyakarta : Liberty.<br/><b>Pustaka:</b></p> | 5%  |
| 7 | Understand scaling and scoring                                             | <p>1.1. Understand scaling and scoring</p> <p>2.2. Able to understand stimulus scaling</p> <p>3.3. Able to understand response scaling</p> <p>4.4. Able to make score scaling</p>                                                       | <p><b>Kriteria:</b><br/>Assessment criteria: Tests and Quizzes<br/>Assessment form : Project Results Assessment / Product Assessment</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p>                        | <p>Lectures and questions and answers • Explaining the contents of the paper • Asking &amp; answering questions • Conducting class discussions • Practicing scale scoring 2 x 50</p>                                  | <p>Lectures and questions and answers 2 x 50</p> | <p><b>Materi:</b><br/>Learning materials: Achievement Test<br/>Bibliography: Azwar, Saifudin. 2002. Tes Prestasi . Yogyakarta : Liberty<br/><b>Pustaka:</b></p>  | 5%  |
| 8 | UTS                                                                        | UTS                                                                                                                                                                                                                                     | <p><b>Kriteria:</b><br/>UTS</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif, Tes</p>                                                                                                                            | UTS                                                                                                                                                                                                                   |                                                  | <p><b>Materi:</b> UTS<br/><b>Pustaka:</b></p>                                                                                                                    | 15% |

|    |                                                   |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                    |  |                                                                                                                                                                                                          |    |
|----|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9  | Understand analysis and item selection procedures | <p>1.1. Understand the item analysis procedure</p> <p>2.2. Understand item testing procedures</p> <p>3.3. Able to understand item parameters for psychological scales</p> <p>4.4. Able to understand how to correct spurious overlap effects</p> <p>5.5. Able to select items based on item-total correlation coefficient</p> | <p><b>Kriteria:</b><br/>Assessment criteria: Criteria: Practice Assessment Rubric<br/>Assessment form : Project Results Assessment / Product Assessment, Portfolio Assessment</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p>                        | <p>Lectures and questions and answers • Presenting papers • Asking &amp; answering questions • Conducting class discussions • Practicing item analysis and item testing 2 X 50</p> |  | <p><b>Materi:</b><br/>Learning materials: Measuring Instrument Development Bibliography: Suryabrata, Sumadi. 2000. Pengembangan Alat Ukur Psikologis. Yogyakarta: Andi Offset</p> <p><b>Pustaka:</b></p> | 5% |
| 10 | Understand analysis and item selection procedures | <p>1.1. Understand the item analysis procedure</p> <p>2.2. Understand item testing procedures</p> <p>3.3. Able to understand item parameters for psychological scales</p> <p>4.4. Able to understand how to correct spurious overlap effects</p> <p>5.5. Able to select items based on item-total correlation coefficient</p> | <p><b>Kriteria:</b><br/>Assessment criteria: Criteria: Practice Assessment Rubric<br/>Assessment form : Project Results Assessment / Product Assessment, Portfolio Assessment</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p> | <p>Lectures and questions and answers • Presenting papers • Asking &amp; answering questions • Conducting class discussions • Practicing item analysis and item testing 2 X 50</p> |  | <p><b>Materi:</b><br/>Learning materials: Psychological Testing Bibliography: Anastasi, Anne.1997. Psychological Testing . New Jersey : Prentice Hall Inc.</p> <p><b>Pustaka:</b></p>                    | 5% |
| 11 | understand item validity procedures               | <p>1.1. Able to understand item validity procedures</p> <p>2.2. Able to understand multitrait-multimethod validation</p> <p>3.3. Able to understand congruent validation</p> <p>4.4. Able to interpret the validity coefficient</p>                                                                                           | <p><b>Kriteria:</b><br/>Assessment criteria: Tests and Quizzes<br/>Assessment form : Project Results Assessment / Product Assessment, Portfolio Assessment</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p>                                           | <p>Lectures and questions and answers • Presenting papers • Asking &amp; answering questions • Conducting class discussions • Practice validating items 2 X 50</p>                 |  | <p><b>Materi:</b><br/>Learning materials: Achievement Test Bibliography: Azwar, Saifudin. 2002. Tes Prestasi . Yogyakarta : Liberty.</p> <p><b>Pustaka:</b></p>                                          | 5% |
| 12 | understand item validity procedures               | <p>1.1. Able to understand item validity procedures</p> <p>2.2. Able to understand multitrait-multimethod validation</p> <p>3.3. Able to understand congruent validation</p> <p>4.4. Able to interpret the validity coefficient</p>                                                                                           | <p><b>Kriteria:</b><br/>Assessment criteria: Tests and Quizzes<br/>Assessment form : Project Results Assessment / Product Assessment, Portfolio Assessment</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>                    | <p>Lectures and questions and answers • Presenting papers • Asking &amp; answering questions • Conducting class discussions • Practice validating items 2 X 50</p>                 |  | <p><b>Materi:</b><br/>Learning materials: Psychological Testing Bibliography: Anastasi, Anne.1997. Psychological Testing . New Jersey : Prentice Hall Inc.</p> <p><b>Pustaka:</b></p>                    | 5% |

|    |                                        |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                  |                                                                                                                                                                                  |  |                                                                                                                                                                              |     |
|----|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 13 | Understand item reliability procedures | Understand item reliability procedures                                                                                                                                                                                                                                                                     | <b>Kriteria:</b><br>Assessment criteria: Tests and Quizzes<br>Assessment form : Project Results Assessment / Product Assessment, Portfolio Assessment<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Lectures and questions and answers • Presenting papers • Asking & answering questions • Conducting class discussions • Practice determining item reliability coefficients        |  | <b>Materi:</b><br>Learning materials: Psychological Testing<br>Bibliography: Anastasi, Anne.1997. Psychological Testing . New Jersey : Prentice Hall Inc.<br><b>Pustaka:</b> | 5%  |
| 14 | Understand item reliability procedures | 1.1. Understand item reliability procedures<br>2.2. Able to understand the test-retest approach<br>3.3. Able to understand the alpha reliability coefficient<br>4.4. Able to understand reliability computing with variance analysis<br>5.5. Able to understand the meaning of the reliability coefficient | <b>Kriteria:</b><br>Assessment criteria: Tests and Quizzes<br>Assessment form : Project Results Assessment / Product Assessment, Portfolio Assessment<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Lectures and questions and answers • Presenting papers • Asking & answering questions • Conducting class discussions • Practice determining item reliability coefficients 2 X 50 |  | <b>Materi:</b><br>Learning materials: Achievement Test<br>Bibliography: Azwar, Saifudin. 2002. Tes Prestasi . Yogyakarta : Liberty.<br><b>Pustaka:</b>                       | 5%  |
| 15 | Understand item reliability procedures | 1.1. Understand item reliability procedures<br>2.2. Able to understand the test-retest approach<br>3.3. Able to understand the alpha reliability coefficient<br>4.4. Able to understand reliability computing with variance analysis<br>5.5. Able to understand the meaning of the reliability coefficient | <b>Kriteria:</b><br>Assessment criteria: Tests and Quizzes<br>Assessment form : Project Results Assessment / Product Assessment<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Praktikum  | Lectures and questions and answers • Presenting papers • Asking & answering questions • Conducting class discussions • Practice determining item reliability coefficients        |  | <b>Materi:</b><br>Learning materials: Achievement Test<br>Bibliography: Azwar, Saifudin. 2002. Tes Prestasi . Yogyakarta : Liberty.<br><b>Pustaka:</b>                       | 5%  |
| 16 | UAS                                    | UAS                                                                                                                                                                                                                                                                                                        | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Tes                                                                                                                                                  | UAS                                                                                                                                                                              |  | <b>Materi:</b> UAS<br><b>Pustaka:</b>                                                                                                                                        | 15% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi               | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipatif | 60%        |
| 2. | Penilaian Praktikum    | 5%         |
| 3. | Praktik / Unjuk Kerja  | 12.5%      |
| 4. | Tes                    | 22.5%      |
|    |                        | 100%       |

#### Catatan

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

RPS ini telah divalidasi pada tanggal 9 Desember 2024

Koordinator Program Studi S2  
Bimbingan Dan Konseling



Dr. Elisabeth Christiana, S.Pd.,  
M.Pd.  
NIDN 0017046907

UPM Program Studi S2  
Bimbingan Dan Konseling



Dr. Asieline Wahyu Tri  
Ardyanti, M.M.  
NIDN 2312047902

File PDF ini digenerate pada tanggal 19 April 2025 Jam 09:48 menggunakan aplikasi RPS-OBE SiDia Unesa

