

|  | <b>Universitas Negeri Surabaya</b><br><b>Fakultas Ilmu Sosial dan Ilmu Politik</b><br><b>Program Studi S1 Hubungan Internasional</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           | Kode Dokumen |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------|---------------------------|--------------|------|-------|-------|-------|-------|--------|----|----|----|----|--------|-----------|---|--|--|--------|--|--|---|--|--------|---|--|--|--|--------|--|---|---|---|--------|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--------|--|--|---|--|---|--|--|--|--|---|--|--|--|--|--|--|--------|--|--|--|---|--|--|---|--|--|--|--|---|--|--|--|--|--------|--|--|--|--|--|--|--|---|--|--|---|--|---|--|--|--|--------|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|
|                                                                                   | <b>RENCANA PEMBELAJARAN SEMESTER</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Rumpun MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | BOBOT (sks)                              |       |                           | SEMESTER     |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Metode Penelitian Sosial                                                          | 6420103015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mata Kuliah Wajib Program Studi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | T=2                                      | P=0   | ECTS=3.18                 | 3            |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Koordinator RMK                          |       | Koordinator Program Studi |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | Maya Mustika Kartika Sari, S.Sos., M.IP.; Nur Diana Izzah, M.Hub.Int.; Muhammad Jullyo Bagus Firdaus, S.Sos., M.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Maya Mustika Kartika Sari, S.Sos., M.IP. |       | MAYA MUSTIKA KARTIKA SARI |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Model Pembelajaran                                                                | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPL-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mengembangkan diri secara berkelanjutan dan berkolaborasi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPL-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Menguasai konsep, teori, dan metodologi ilmu hubungan internasional yang meliputi aspek politik, ekonomi, sosial-budaya, dan hukum internasional serta keterkaitan antara aspek-aspek dalam konteks hubungan internasional                                                                                                                                                                                                                                                                                                                                                 |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPL-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mampu mengorganisasi ide secara lisan dan tulisan, serta dalam bentuk kegiatan diplomasi dan komunikasi internasional untuk mencapai kebaikan bersama.                                                                                                                                                                                                                                                                                                                                                                                                                     |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPL-9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis terhadap informasi dan data                                                                                                                                                                                                                                                                                                                                                                                                                    |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mampu menguraikan pengertian, pendekatan, jenis penelitian sosial.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | mampu merancang rencana penelitian sesuai langkah-langkah penelitian sosial.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mengevaluasi kualitas sumber data dan literatur penelitian sosial berdasarkan kriteria akademik. (C5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPMK - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Menciptakan desain penelitian sosial yang inovatif untuk menjawab permasalahan hubungan internasional. (C6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPMK - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Menerapkan teknik pengumpulan data kualitatif dan kuantitatif dalam konteks penelitian hubungan internasional. (C3)                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPMK - 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mengevaluasi hasil analisis data secara kritis untuk menghasilkan kesimpulan dalam penelitian sosial                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <table border="1"> <thead> <tr> <th>CPMK</th> <th>CPL-4</th> <th>CPL-5</th> <th>CPL-8</th> <th>CPL-9</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-4</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-5</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-6</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> |                                          |       |                           |              | CPMK | CPL-4 | CPL-5 | CPL-8 | CPL-9 | CPMK-1 |    | ✓  |    |    | CPMK-2 |           | ✓ |  |  | CPMK-3 |  |  | ✓ |  | CPMK-4 | ✓ |  |  |  | CPMK-5 |  | ✓ |   |   | CPMK-6 |   |   |   | ✓ |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | CPL-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | CPL-5                                    | CPL-8 | CPL-9                     |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-1                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ✓                                        |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-4                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-5                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-6                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          | ✓     |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                                                                   | <table border="1"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> <th>15</th> <th>16</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    | CPMK   | Minggu Ke |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  | 1 | 2 | 3 | 4      | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | CPMK-2 |  |  | ✓ |  | ✓ |  |  |  |  | ✓ |  |  |  |  |  |  | CPMK-3 |  |  |  | ✓ |  |  | ✓ |  |  |  |  | ✓ |  |  |  |  | CPMK-4 |  |  |  |  |  |  |  | ✓ |  |  | ✓ |  | ✓ |  |  |  | CPMK-5 |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  | CPMK-6 |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |
| CPMK                                                                              | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
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| CPMK-1                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                          |       |                           |              |      |       | ✓     |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ✓                                        |       | ✓                         |              |      |       |       | ✓     |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          | ✓     |                           |              | ✓    |       |       |       |       | ✓      |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-4                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      | ✓     |       |       | ✓     |        | ✓  |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-5                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           | ✓            |      |       |       |       |       |        |    |    |    |    |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |
| CPMK-6                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |       |                           |              |      |       |       |       |       |        |    | ✓  | ✓  | ✓  |        |           |   |  |  |        |  |  |   |  |        |   |  |  |  |        |  |   |   |   |        |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |  |   |  |  |  |  |   |  |  |  |  |  |  |        |  |  |  |   |  |  |   |  |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |   |  |   |  |  |  |        |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |

| <b>Deskripsi Singkat MK</b> |                                                                                   | Matakuliah Metode Penelitian Sosial pada jenjang S1 Program Studi Hubungan Internasional bertujuan untuk memberikan pemahaman mendasar tentang metodologi penelitian dalam ilmu sosial, khususnya yang relevan dengan studi Hubungan Internasional. Mata kuliah ini mencakup berbagai aspek penelitian sosial, mulai dari perumusan masalah, penyusunan kerangka teoritis, pengumpulan data, hingga analisis dan interpretasi hasil penelitian. Mahasiswa akan mempelajari berbagai pendekatan penelitian, baik kuantitatif maupun kualitatif, serta teknik-teknik pengumpulan data seperti wawancara, survei, observasi, dan studi dokumen. Ruang lingkup mata kuliah ini juga mencakup etika penelitian, validitas dan reliabilitas data, serta penyusunan laporan penelitian. Melalui mata kuliah ini, mahasiswa diharapkan mampu merancang dan melaksanakan penelitian sosial yang berkualitas dalam konteks Hubungan Internasional.                                             |                                                                                                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |
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| <b>Pustaka</b>              |                                                                                   | <b>Utama :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |
|                             |                                                                                   | 1. Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.<br>2. Roselle, L., Shelton, J.T., & Spray, S. (2019). Research and Writing in International Relations (3rd ed.). Routledge. <a href="https://doi.org/10.4324/9780429446733">https://doi.org/10.4324/9780429446733</a><br>3. Direktorat Pembelajaran dan Kemahasiswaan Diktiristek. (2025). Panduan Program Kreativitas Mahasiswa (PKM). Kementerian Pendidikan Tinggi, Sains, dan Teknologi .                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |
|                             |                                                                                   | <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |
|                             |                                                                                   | 1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.<br>2. Eriksson, D. (2024, March 6). The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD. European Business Review, 36(2), 141–153. <a href="https://doi.org/10.1108/EBR-01-2023-0004">https://doi.org/10.1108/EBR-01-2023-0004</a><br>3. Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage.<br>4. Kuhn, T. S. (1962). The structure of scientific revolutions. University of Chicago Press: Chicago.<br>5. McMillan, K., & Weyers, J. (2013). How to cite, reference, & avoid plagiarism at university. Pearson Education Limited.<br>6. Violence and Social Welfare in the Criminal Law Paradigm, Rahmanu wijaya & Maya Mustika, et.al., 4th International Conference on Social Sciences and Law (ICSSL 2024) |                                                                                                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |
| <b>Dosen Pengampu</b>       |                                                                                   | Maya Mustika Kartika Sari, S.Sos., M.IP.<br>Nur Diana Izzah, M.Hub.Int.<br>Muhammad Jullyo Bagus Firdaus, S.Sos., M.A.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |
| 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 menguraikan pengertian dan konsep dasar Metode Penelitian Sosial. | Menyajikan materi bacaan secara lisan dan tulisan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Kriteria:</b><br>Kejelasan definisi dan pemahaman konsep dasar Metode Penelitian Sosial.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                                                               | Ceramah, diskusi, dan tanya jawab 3x50 menit                                     |                 | <b>Materi:</b> Penelitian Sosial<br><b>Pustaka:</b> Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2%                  |
| 2                           | Mahasiswa mampu menguraikan paradigma penelitian sosial                           | 1.Mahasiswa dapat menjelaskan pengertian dan karakteristik paradigma penelitian sosial (positivistik, interpretatif, kritis, dll).<br>2.Mahasiswa mampu mengidentifikasi tipe-tipe penelitian sosial seperti penelitian deskriptif, eksploratif, eksplanatif, dan evaluatif.<br>3.Mahasiswa dapat membedakan tipe-tipe penelitian berdasarkan pendekatan pendekatan (kualitatif, kuantitatif, campuran) dan tujuan penelitian.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Kriteria:</b><br>Kemampuan menjelaskan paradigma penelitian sosial serta mengidentifikasi dan membedakan tipe-tipe penelitian sosial secara tepat dan relevan dengan pendekatan dan tujuan penelitian.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Ceramah, diskusi, dan tanya jawab 3x50 menit                                     | ab              | <b>Materi:</b> Perkembangan dan Paradigma Ilmu<br><b>Pustaka:</b> Kuhn, T. S. (1962). The structure of scientific revolutions. University of Chicago Press: Chicago.<br><br><b>Materi:</b> Penelitian Sosial<br><b>Pustaka:</b> Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.<br><br><b>Materi:</b> Kajian Hubungan Internasional dalam Penelitian Sosial<br><b>Pustaka:</b> Roselle, L., Shelton, J.T., & Spray, S. (2019). Research and Writing in International Relations (3rd ed.). Routledge. <a href="https://doi.org/...">https://doi.org/...</a> | 2%                  |

|   |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                   |                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |
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| 3 | Mahasiswa mampu merumuskan judul dan rumusan masalah penelitian sosial secara logis, sistematis, dan relevan | <p>1. Mahasiswa mampu mengidentifikasi fenomena sosial yang layak diteliti.</p> <p>2. Mahasiswa mampu merumuskan judul penelitian yang spesifik, jelas, dan sesuai dengan kaidah ilmiah.</p> <p>3. Mahasiswa mampu menyusun rumusan masalah yang berangkat dari latar belakang dan relevan dengan fokus penelitian.</p> <p>4. Mahasiswa mampu menjelaskan keterkaitan antara judul dan rumusan masalah dalam konteks kerangka berpikir penelitian.</p> | <p><b>Kriteria:</b><br/>Kemampuan menyusun judul penelitian yang relevan, jelas, dan spesifik serta merumuskan masalah secara sistematis, logis, dan sesuai dengan kaidah ilmiah menggunakan bahasa yang tepat dan akademik.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Portofolio, Praktik / Unjuk Kerja</p> | Diskusi, praktik, dan tanya jawab 3x50 menit |  | <p><b>Materi:</b> Penelitian Sosial</p> <p><b>Pustaka:</b> Neuman, W. L. (2014). <i>Social research methods: Qualitative and quantitative approaches</i> (7th ed.). Pearson.</p> <hr/> <p><b>Materi:</b> Kajian Hubungan Internasional dalam Penelitian Sosial</p> <p><b>Pustaka:</b> Roselle, L., Shelton, J.T., &amp; Spray, S. (2019). <i>Research and Writing in International Relations</i> (3rd ed.). Routledge.<br/><a href="https://doi.org/.....">https://doi.org/.....</a></p> <hr/> <p><b>Materi:</b> Struktur IMRAD</p> <p><b>Pustaka:</b> Eriksson, D. (2024, March 6). <i>The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD</i>. <i>European Business Review</i>, 36(2), 141–153.<br/><a href="https://doi.org/.....">https://doi.org/.....</a></p> <hr/> <p><b>Materi:</b> Panduan Program Kreativitas Mahasiswa (PKM)</p> <p><b>Pustaka:</b> Direktorat Pembelajaran dan Kemahasiswaan Dikristek. (2025). <i>Panduan Program Kreativitas Mahasiswa (PKM)</i>. Kementerian Pendidikan Tinggi, Sains, dan Teknologi.</p> | 2% |
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|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 4 | Mahasiswa mampu merancang tinjauan pustaka yang sistematis dan relevan dalam penelitian sosial. (tugas kelompok)                                                                 | <p>1.Mahasiswa mampu menyusun tinjauan pustaka yang terstruktur dan mengacu pada sumber relevan.</p> <p>2.Mahasiswa dapat menghubungkan teori dan hasil penelitian sebelumnya secara logis.</p> <p>3.Mahasiswa menggunakan referensi yang kredibel dan mutakhir dengan mengacu pada sumber pustaka dari jurnal ilmiah atau penelitian dalam kurun waktu 5–10 tahun terakhir.</p> | <p><b>Kriteria:</b><br/>Kemampuan menyusun tinjauan pustaka yang sistematis, relevan, dan didukung oleh sumber ilmiah yang kredibel serta terbaru.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Portofolio, Praktik / Unjuk Kerja</p>                           | Diskusi, praktik, dan tanya jawab 3x50 menit |  | <p><b>Materi:</b> Penelitian Sosial<br/><b>Pustaka:</b> Neuman, W. L. (2014). <i>Social research methods: Qualitative and quantitative approaches</i> (7th ed.). Pearson.</p> <hr/> <p><b>Materi:</b> Kajian Hubungan Internasional dalam Penelitian Sosial<br/><b>Pustaka:</b> Roselle, L., Shelton, J.T., &amp; Spray, S. (2019). <i>Research and Writing in International Relations</i> (3rd ed.). Routledge. <a href="https://doi.org/.....">https://doi.org/.....</a></p> <hr/> <p><b>Materi:</b> Struktur IMRAD<br/><b>Pustaka:</b> Eriksson, D. (2024, March 6). <i>The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD</i>. <i>European Business Review</i>, 36(2), 141–153. <a href="https://doi.org/...">https://doi.org/...</a></p> | 5% |
| 5 | Mahasiswa mampu merancang metode riset yang mencakup pemilihan lokasi riset, pemilihan desain riset yang tepat, serta menyusun tahapan riset secara sistematis. (tugas kelompok) | <p>1.Mahasiswa dapat menjelaskan dan memilih lokasi riset yang sesuai dengan tujuan penelitian.</p> <p>2.Mahasiswa mampu menentukan dan menjelaskan desain riset yang tepat untuk studi sosial yang dilakukan.</p> <p>3.Mahasiswa menyusun tahapan riset secara runtut dan logis sesuai dengan metodologi yang dipilih.</p>                                                      | <p><b>Kriteria:</b><br/>Kemampuan menyusun metode riset yang komprehensif meliputi lokasi, desain, dan tahapan riset secara sistematis dan relevan dengan tujuan penelitian.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Portofolio, Praktik / Unjuk Kerja</p> | Diskusi, praktik, dan tanya jawab 3x50 menit |  | <p><b>Materi:</b> Penelitian Sosial<br/><b>Pustaka:</b> Neuman, W. L. (2014). <i>Social research methods: Qualitative and quantitative approaches</i> (7th ed.). Pearson.</p> <hr/> <p><b>Materi:</b> Kajian Hubungan Internasional dalam Penelitian Sosial<br/><b>Pustaka:</b> Roselle, L., Shelton, J.T., &amp; Spray, S. (2019). <i>Research and Writing in International Relations</i> (3rd ed.). Routledge. <a href="https://doi.org/.....">https://doi.org/.....</a></p> <hr/> <p><b>Materi:</b> Struktur IMRAD<br/><b>Pustaka:</b> Eriksson, D. (2024, March 6). <i>The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD</i>. <i>European Business Review</i>, 36(2), 141–153. <a href="https://doi.org/...">https://doi.org/...</a></p> | 2% |

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| 6 | Mahasiswa mampu merancang objek atau variabel riset dengan indikator yang jelas serta menentukan sumber data, teknik pengumpulan data, dan teknik analisis data yang sesuai untuk penelitian sosial. (tugas kelompok) | <p>1. Mahasiswa dapat mengidentifikasi objek atau variabel riset beserta indikator yang spesifik dan terukur.</p> <p>2. Mahasiswa mampu memilih dan menjelaskan sumber data serta teknik pengumpulan data yang tepat.</p> <p>3. Mahasiswa dapat menentukan dan menjelaskan teknik analisis data yang sesuai dengan jenis data dan tujuan penelitian.</p> | <p><b>Kriteria:</b><br/>Kemampuan merancang variabel dan indikator yang jelas serta memilih sumber data, teknik pengumpulan, dan analisis data yang relevan dan tepat guna.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Portofolio, Praktik / Unjuk Kerja</p>                                                                                          | Diskusi, praktik, dan tanya jawab<br>3x50 menit |  | <p><b>Materi:</b> Kajian Hubungan Internasional dalam Penelitian Sosial<br/><b>Pustaka:</b> Roselle, L., Shelton, J.T., &amp; Spray, S. (2019). <i>Research and Writing in International Relations (3rd ed.)</i>. Routledge.<br/><a href="https://doi.org/...">https://doi.org/...</a></p> <p><b>Materi:</b> Penelitian Sosial<br/><b>Pustaka:</b> Creswell, J. W., &amp; Creswell, J. D. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Sage.</p> <p><b>Materi:</b> Struktur IMRAD<br/><b>Pustaka:</b> Eriksson, D. (2024, March 6). <i>The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD</i>. <i>European Business Review</i>, 36(2), 141–153.<br/><a href="https://doi.org/...">https://doi.org/...</a></p> | 5%  |
| 7 | Mahasiswa mampu menerapkan etika penelitian dan menjaga integritas akademik dengan menghindari plagiarisme. (tugas kelompok)                                                                                          | Mahasiswa memahami etika penelitian (objektif dan bebas nilai) serta menghindari praktik plagiarisme dengan memahami teknik sitasi, parafrase dan referensi.                                                                                                                                                                                             | <p><b>Kriteria:</b><br/>Kemampuan menerapkan etika penelitian secara konsisten dan menyusun karya ilmiah yang orisinal serta bebas dari plagiarisme sesuai standar akademik.</p> <p><b>Bentuk Penilaian :</b><br/>Praktik / Unjuk Kerja</p>                                                                                                               | Diskusi, praktik, dan tanya jawab<br>3x50 menit |  | <p><b>Materi:</b> APA<br/><b>Pustaka:</b> American Psychological Association. (2020). <i>Publication manual of the American Psychological Association (7th ed.)</i>. American Psychological Association.</p> <p><b>Materi:</b> How to cite, reference, &amp; avoid plagiarism at university<br/><b>Pustaka:</b> McMillan, K., &amp; Weyers, J. (2013). <i>How to cite, reference, &amp; avoid plagiarism at university</i>. Pearson Education Limited.</p>                                                                                                                                                                                                                                                                                                                                    | 2%  |
| 8 | UTS (tugas kelompok)                                                                                                                                                                                                  | Mahasiswa membuat proposal penelitian sosial.                                                                                                                                                                                                                                                                                                            | <p><b>Kriteria:</b><br/>Kemampuan menyusun proposal penelitian sosial yang sistematis, relevan, dan sesuai dengan kaidah ilmiah, mencakup latar belakang, rumusan masalah, tujuan, tinjauan pustaka, metode penelitian, serta daftar pustaka yang valid dan mutakhir.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> | UTS<br>3x50 menit                               |  | <p><b>Materi:</b> Template Tugas UTS<br/><b>Pustaka:</b> Direktorat Pembelajaran dan Kemahasiswaan Diktiristek. (2025). <i>Panduan Program Kreativitas Mahasiswa (PKM)</i>. Kementerian Pendidikan Tinggi, Sains, dan Teknologi .</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30% |

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|----|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9  | Mahasiswa mampu menjelaskan karakteristik, tujuan, struktur, dan jenis publikasi artikel ilmiah dalam konteks penelitian sosial.                 | Mahasiswa mampu menjelaskan unsur-unsur utama artikel ilmiah dan perbedaannya dengan karya ilmiah lainnya.                      | <b>Kriteria:</b><br>Kemampuan menjelaskan struktur dan tujuan penulisan artikel ilmiah dalam konteks sosial.<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                        | Ceramah, diskusi, dan tanya jawab 3x50 menit |  | <b>Materi:</b> Struktur IMRAD<br><b>Pustaka:</b> Eriksson, D. (2024, March 6). <i>The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD</i> . <i>European Business Review</i> , 36(2), 141–153. <a href="https://doi.org/.....">https://doi.org/.....</a><br><br><b>Materi:</b> studi artikel<br><b>Pustaka:</b> <i>Violence and Social Welfare in the Criminal Law Paradigm</i> , Rahmanu wijaya & Maya Mustika, et.al., 4th International Conference on Social Sciences and Law (ICSSL 2024)                                          | 2% |
| 10 | Mahasiswa mampu menyusun outline artikel ilmiah yang sistematis berdasarkan proposal penelitian yang telah dibuat. (tugas individu)              | Mahasiswa mampu membuat outline memuat struktur lengkap, logis, dan sesuai format artikel ilmiah.                               | <b>Kriteria:</b><br>Kemampuan menyusun kerangka artikel yang runtut dan sesuai standar akademik.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja              | Praktik dan tanya jawab 3x50 menit           |  | <b>Materi:</b> Struktur IMRAD<br><b>Pustaka:</b> Eriksson, D. (2024, March 6). <i>The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD</i> . <i>European Business Review</i> , 36(2), 141–153. <a href="https://doi.org/...">https://doi.org/...</a>                                                                                                                                                                                                                                                                                   | 2% |
| 11 | Mahasiswa mampu menulis bagian pendahuluan dan merumuskan masalah penelitian dalam artikel ilmiah secara logis dan terstruktur. (tugas individu) | Mahasiswa mampu membuat pendahuluan dalam artikel ilmiah yang berisi latar belakang, urgensi, dan rumusan masalah secara jelas. | <b>Kriteria:</b><br>Kejelasan dan logika penulisan latar belakang serta rumusan masalah dalam artikel ilmiah.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja | Praktik dan tanya jawab 3x50 menit           |  | <b>Materi:</b> Struktur IMRAD<br><b>Pustaka:</b> Eriksson, D. (2024, March 6). <i>The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD</i> . <i>European Business Review</i> , 36(2), 141–153. <a href="https://doi.org/...">https://doi.org/...</a><br><br><b>Materi:</b> Kajian Hubungan Internasional dalam Penelitian Sosial<br><b>Pustaka:</b> Roselle, L., Shelton, J.T., & Spray, S. (2019). <i>Research and Writing in International Relations</i> (3rd ed.). Routledge. <a href="https://doi.org/...">https://doi.org/...</a> | 2% |

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|----|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 12 | Mahasiswa mampu menyusun tinjauan pustaka dan landasan yang relevan dengan sitasi yang sesuai dalam artikel ilmiah. (tugas individu) | Mahasiswa mampu membuat pustaka dan teori dalam artikel ilmiah yang berasal dari sumber ilmiah terkini dengan gaya sitasi yang tepat. | <b>Kriteria:</b><br>Relevansi dan kelengkapan pustaka serta akurasi sitasi akademik.<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                             | Praktik dan tanya jawab            |  | <b>Materi:</b> APA<br><b>Pustaka:</b> <i>American Psychological Association. (2020). Publication Manual of the APA (7th ed.).</i><br><br><b>Materi:</b> Struktur IMRAD<br><b>Pustaka:</b> <i>Eriksson, D. (2024, March 6). The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD. European Business Review, 36(2), 141–153. <a href="https://doi.org/...">https://doi.org/...</a></i>                                                                                                                                                                                                                                      | 2% |
| 13 | Mahasiswa mampu menuliskan metode penelitian dan menguraikan pengolahan data dalam artikel ilmiah secara runtut. (tugas individu)    | Mahasiswa mampu mengaplikasikan jenis, teknik, dan prosedur penelitian dalam artikel ilmiah secara sistematis.                        | <b>Kriteria:</b><br>Kelengkapan dan ketepatan penyusunan metode dan teknik pengolahan data.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Praktik dan tanya jawab 3x50 menit |  | <b>Materi:</b> Penelitian Sosial<br><b>Pustaka:</b> <i>Creswell, J. W., &amp; Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage.</i><br><br><b>Materi:</b> Penelitian Sosial<br><b>Pustaka:</b> <i>Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.</i><br><br><b>Materi:</b> Struktur IMRAD<br><b>Pustaka:</b> <i>Eriksson, D. (2024, March 6). The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD. European Business Review, 36(2), 141–153. <a href="https://doi.org/...">https://doi.org/...</a></i> | 5% |
| 14 | Mahasiswa mampu memaparkan hasil penelitian dan menganalisisnya dengan mengaitkan teori dan riset terdahulu. (tugas individu)        | Mahasiswa mampu menuliskan hasil penelitian secara jelas serta menganalisisnya dengan didukung oleh teori dan referensi yang relevan. | <b>Kriteria:</b><br>Kemampuan menganalisis hasil secara kritis dan berbasis teori.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja         | Praktik dan tanya jawab 3x50 menit |  | <b>Materi:</b> Kajian Hubungan Internasional dalam Penelitian Sosial<br><b>Pustaka:</b> <i>Roselle, L., Shelton, J.T., &amp; Spray, S. (2019). Research and Writing in International Relations (3rd ed.). Routledge. <a href="https://doi.org/...">https://doi.org/...</a></i><br><br><b>Materi:</b> Struktur IMRAD<br><b>Pustaka:</b> <i>Eriksson, D. (2024, March 6). The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD. European Business Review, 36(2), 141–153. <a href="https://doi.org/...">https://doi.org/...</a></i>                                                                                         | 5% |

|    |                                                                                                                |                                                                                                                                 |                                                                                                                                                                      |                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
|----|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | Mahasiswa mampu menyusun simpulan, saran, abstrak, dan daftar pustaka sesuai kaidah akademik. (tugas individu) | Mahasiswa mampu membuat simpulan dan saran yang logis, abstrak yang ringkas dan jelas, serta daftar pustaka yang sesuai format. | <b>Kriteria:</b><br>Kelengkapan bagian akhir artikel dan konsistensi gaya penulisan.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja | Praktik dan tanya jawab 3x50 menit |  | <b>Materi:</b> Kajian Hubungan Internasional dalam Penelitian Sosial<br><b>Pustaka:</b> Roselle, L., Shelton, J.T., & Spray, S. (2019). <i>Research and Writing in International Relations</i> (3rd ed.). Routledge. <a href="https://doi.org/...">https://doi.org/...</a><br><b>Materi:</b> Penelitian Sosial<br><b>Pustaka:</b> Creswell, J. W., & Creswell, J. D. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> . Sage.<br><b>Materi:</b> Struktur IMRAD<br><b>Pustaka:</b> Eriksson, D. (2024, March 6). <i>The art and science of scholarly writing: Framing symmetry of specificity beyond IMRAD</i> . <i>European Business Review</i> , 36(2), 141–153. <a href="https://doi.org/...">https://doi.org/...</a><br><b>Materi:</b> APA<br><b>Pustaka:</b> American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). American Psychological Association. | 2%  |
| 16 | UAS (tugas individu)                                                                                           | Mahasiswa menyerahkan draft artikel ilmiah individu dengan mengikuti kaidah-kaidah yang sesuai                                  | <b>Kriteria:</b><br>Kualitas akhir artikel dan orisinalitas<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                           | UAS 3x50 menit                     |  | <b>Materi:</b> Materi penulisan<br><b>Pustaka:</b> Roselle, L., Shelton, J.T., & Spray, S. (2019). <i>Research and Writing in International Relations</i> (3rd ed.). Routledge. <a href="https://doi.org/...">https://doi.org/...</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif                     | 4%         |
| 2. | Penilaian Hasil Project / Penilaian Produk | 65%        |
| 3. | Penilaian Portofolio                       | 12.5%      |
| 4. | Praktik / Unjuk Kerja                      | 18.5%      |
|    |                                            | 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 prodi 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. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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 24 September 2025

Koordinator Program Studi S1  
Hubungan Internasional



MAYA MUSTIKA KARTIKA SARI  
NIDN 0014057403

UPM Program Studi S1  
Hubungan Internasional



NIDN 0031039506

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