



**Universitas Negeri Surabaya**  
**Fakultas Bahasa dan Seni**  
**Program Studi S1 Pendidikan Bahasa Jerman**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

| <b>MATA KULIAH (MK)</b>   | <b>KODE</b>  | <b>Rumpun MK</b>   | <b>BOBOT (sks)</b>     | <b>SEMESTER</b> | <b>Tgl Penyusunan</b>            |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|---|--|--|------------------------|-----------------|----------------------------------|-----------|-------|---|--------|----|----|--------|----|----|--------|----|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|---|---|---|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|
| Pembelajaran Emosi dan Sosial   | 1000020156   |  | T=1 P=1 ECTS=3.18      | 7               | 25 Maret 2026                    |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| <b>OTORISASI</b>  | <b>Pengembang RPS</b>  |  | <b>Koordinator RMK</b> |                 | <b>Koordinator Program Studi</b> |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | TIM MBKM   |  | TIM MBKM               |                 | ARI PUJOSUSANTO                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| <b>Model Pembelajaran</b>   | Project Based Learning   |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| <b>Capaian Pembelajaran (CP)</b>  | <b>CPL-PRODI yang dibebankan pada MK</b>   |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | <b>CPL-2</b>   | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan   |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | <b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>   |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | <b>CPMK - 1</b>  | Analyze the principles and importance of social and emotional learning (SEL) in personal development and interpersonal relationships (C4)  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | <b>CPMK - 2</b>  | Evaluate strategies to increase emotional regulation and resilience in self and others in various social contexts (C5)   |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | <b>CPMK - 3</b>  | Evaluate the impact of social and emotional learning programs on individual and community wellbeing (C)  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | <b>Matrik CPL - CPMK</b>   |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   |  | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>CPMK</th> <th colspan="2">CPL-2</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>CPMK-3</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table> |                        |                 |                                  | CPMK      | CPL-2 |   | CPMK-1 | ✓  |    | CPMK-2 | ✓  |    | CPMK-3 | ✓  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | CPMK   | CPL-2  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | CPMK-1   | ✓  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| CPMK-2  | ✓  |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| CPMK-3  | ✓  |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| <b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b> |  |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | <table border="1" style="margin-left: auto; margin-right: auto;"> <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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</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  | Minggu Ke  |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
|   | 1  | 2  | 3                      | 4               | 5                                | 6         | 7     | 8 | 9      | 10 | 11 | 12     | 13 | 14 | 15     | 16 |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| CPMK-1  | ✓  | ✓  | ✓                      | ✓               | ✓                                |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| CPMK-2  |  |  |                        |                 |                                  | ✓         | ✓     | ✓ |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| CPMK-3  |  |  |                        |                 |                                  |           |       |   | ✓      | ✓  | ✓  | ✓      | ✓  | ✓  | ✓      | ✓  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| <b>Deskripsi Singkat MK</b>   |  |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |
| <b>Pustaka</b>  | <b>Utama :</b>   |  |                        |                 |                                  |           |       |   |        |    |    |        |    |    |        |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |



|   |   |  |   |   |   |   |    |
|---|---|--|---|---|---|---|----|
| 1 | Students understand the importance of emotional and social aspects in the learning process.   | Active participation in discussions                | <p><b>Kriteria:</b><br/>Engagement, clarity of understanding</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>       | Interactive lecture, group discussion<br>2 X 50 | Interactive lecture, group discussion<br>2 X 50 | <p><b>Materi:</b> Introduction to Emotional and Social Learning</p> <p><b>Pustaka:</b> Jones, D. E., Greenberg, M., &amp; Crowley, M. (2020). <i>Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health, 110(2), 151-157.</i></p>                       | 3% |
| 2 | Students can explain the basic concepts of emotions and social behavior.                      | Presenting insights from readings                  | <p><b>Kriteria:</b><br/>Concept accuracy, depth of understanding</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>   | Literature review, class discussion<br>2 X 50   | Literature review, class discussion<br>2 X 50   | <p><b>Materi:</b> Basic Concepts of Emotion and Social Aspects in Education</p> <p><b>Pustaka:</b> Jones, S. M., &amp; Bouffard, S. M. (2012). <i>Social and emotional learning in schools: From programs to strategies. Social Policy Report, 26(4), 3-33.</i><br/><a href="https://doi.org/...-3988.2012.tb00073.x">https://doi.org/...-3988.2012.tb00073.x</a></p> | 3% |
| 3 | Students understand the emotional and social development of learners at different age stages. | Ability to analyze and explain developmental cases | <p><b>Kriteria:</b><br/>Relevance of analysis, group participation</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p> | Case study, group presentation<br>2 X 50        | Case study, group presentation<br>2 X 50        | <p><b>Materi:</b> Emotional and Social Development in Children and Adolescents</p> <p><b>Pustaka:</b><br/><i>Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). CASEL guide: Effective social and emotional learning programs. Chicago, IL: CASEL.</i></p>   | 3% |
| 4 | Students recognize the teacher's role in supporting emotional and social development.         | Shows empathy and understanding during simulation  | <p><b>Kriteria:</b><br/>Activeness, ability to reflect, empathy</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>    | Reflection, role play<br>2 X 50                 | Reflection, role play<br>2 X 50                 | <p><b>Materi:</b> The Educator's Role in Emotional and Social Growth</p> <p><b>Pustaka:</b> Jones, D. E., Greenberg, M., &amp; Crowley, M. (2020). <i>Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health, 110(2), 151-157.</i></p>                  | 3% |

|   |  |  |   |  |  |  |     |
|---|--|--|---|--|--|--|-----|
| 5 | Students understand the value of social skills in everyday life.                         | Identifying and suggesting strategies to build social skills | <p><b>Kriteria:</b><br/>Relevance of solutions, teamwork</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>         | Problem-solving, group work<br>2 X 50  | Problem-solving, group work<br>2 X 50  | <p><b>Materi:</b> Basic Social Skills and Their Applications</p> <p><b>Pustaka:</b><br/><i>Weissberg, R. P., &amp; Cascarino, J. (2013). The district leadership challenge: How school district leaders influence social and emotional learning in schools. The Future of Children, 23(1), 1-17. <a href="https://doi.org/...">https://doi.org/...</a></i></p> | 3%  |
| 6 | Students can identify challenges in emotional and social development.                    | Offering alternative solutions to cases                      | <p><b>Kriteria:</b><br/>Creativity, contextual understanding</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>     | Case study, group discussion<br>2 X 50 | Case study, group discussion<br>2 X 50 | <p><b>Materi:</b> Emotional and Social Difficulties in Learners</p> <p><b>Pustaka:</b> <i>Durlak, J. A., &amp; Domitrovich, C. E. (2020). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 91(1), 1-17. 12.</i></p>  | 3%  |
| 7 | Students are able to design learning activities that foster emotional and social growth. | Creating and presenting an activity plan                     | <p><b>Kriteria:</b><br/>Creating and presenting an activity plan</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p> | Case study, group discussion<br>2 X 50 | Case study, group discussion<br>2 X 50 | <p><b>Materi:</b> Designing Social and Emotional Learning Activities</p> <p><b>Pustaka:</b> <i>Zins, J. E., &amp; Elias, M. J. (2021). Social and Emotional Learning: Promoting the Development of All Students. Handbook of Social and Emotional Learning, 1-14. Routledge.</i></p>   | 4%  |
| 8 | UTS  | UTS  | <p><b>Kriteria:</b><br/>UTS</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>                                      | UTS<br>2 X 50                          | UTS<br>2 X 50                          | <p><b>Materi:</b> All Materials</p> <p><b>Pustaka:</b> <i>Bierman, K. L., &amp; Motamedi, M. (2020). Social and Emotional Learning in Elementary School: Evidence-Based Strategies for Enhancing Children's Learning and Behavior. The Guilford Press</i></p>  | 20% |
| 9 | Understand classroom strategies that promote a positive emotional climate.               | Giving concrete examples of supportive strategies            | <p><b>Kriteria:</b><br/>Theoretical alignment, applicability</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>     | Discussion<br>2 X 50                   | Discussion<br>2 X 50                   | <p><b>Materi:</b> Building a Positive Emotional Climate in the Classroom</p> <p><b>Pustaka:</b><br/><i>Weissberg, R. P., &amp; O'Brien, M. U. (2022). Social and Emotional Learning: An Essential Education for a Complex World. Teacher's College Press.</i></p>  | 4%  |

|    |  |   |   |                                  |                                  |   |    |
|----|--|---|---|----------------------------------|----------------------------------|---|----|
| 10 | Understand classroom strategies that promote a positive emotional climate.       | Giving concrete examples of supportive strategies | <p><b>Kriteria:</b><br/>Theoretical alignment, applicability</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>   | Discussion<br>2 X 50             | Discussion<br>2 X 50             | <p><b>Materi:</b> Building a Positive Emotional Climate in the Classroom</p> <p><b>Pustaka:</b><br/><i>Weissberg, R. P., &amp; O'Brien, M. U. (2022). Social and Emotional Learning: An Essential Education for a Complex World. Teacher's College Press.</i></p>   | 4% |
| 11 | Understand classroom strategies that promote a positive emotional climate.       | Giving concrete examples of supportive strategies | <p><b>Kriteria:</b><br/>Theoretical alignment, applicability</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>   | Discussion<br>2 X 50             | Discussion<br>2 X 50             | <p><b>Materi:</b> Building a Positive Emotional Climate in the Classroom</p> <p><b>Pustaka:</b><br/><i>Weissberg, R. P., &amp; O'Brien, M. U. (2022). Social and Emotional Learning: An Essential Education for a Complex World. Teacher's College Press.</i></p>   | 4% |
| 12 | Can distinguish between reactive and proactive approaches in emotion management. | Analyzing and comparing strategies                | <p><b>Kriteria:</b><br/>Analytical accuracy, theoretical grasp</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p> | comparative discussion<br>2 X 50 | comparative discussion<br>2 X 50 | <p><b>Materi:</b> Emotion Management</p> <p><b>Pustaka:</b> <i>Brackett, M. A., &amp; Katulak, N. J. (2006). Emotional intelligence in the classroom: Skills for social and academic success. In A. S. B. A. M. J. Elias (Eds.), Promoting social and emotional learning: Guidelines for educators (pp. 105-122). Association for Supervision and Curriculum Development.</i></p> | 4% |
| 13 | Can distinguish between reactive and proactive approaches in emotion management. | Analyzing and comparing strategies                | <p><b>Kriteria:</b><br/>Analytical accuracy, theoretical grasp</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Praktik / Unjuk Kerja</p> | comparative discussion<br>2 X 50 | comparative discussion<br>2 X 50 | <p><b>Materi:</b> Emotion Management</p> <p><b>Pustaka:</b> <i>Brackett, M. A., &amp; Katulak, N. J. (2006). Emotional intelligence in the classroom: Skills for social and academic success. In A. S. B. A. M. J. Elias (Eds.), Promoting social and emotional learning: Guidelines for educators (pp. 105-122). Association for Supervision and Curriculum Development.</i></p> | 4% |

|    |   |                          |   |                   |                   |   |     |
|----|---|--------------------------|---|-------------------|-------------------|---|-----|
| 14 | Students design an emotional-social based learning program. | innovative learning plan | <b>Kriteria:</b><br>Structure, clarity of goals, creativity<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | project<br>2 X 50 | project<br>2 X 50 | <b>Materi:</b> Designing Emotional and Social Learning Programs<br><b>Pustaka:</b> Jones, D. E., Greenberg, M., & Crowley, M. (2020). <i>Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health, 110(2), 151-157.</i> | 4%  |
| 15 | Students design an emotional-social based learning program. | innovative learning plan | <b>Kriteria:</b><br>Structure, clarity of goals, creativity<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | project<br>2 X 50 | project<br>2 X 50 | <b>Materi:</b> Designing Emotional and Social Learning Programs<br><b>Pustaka:</b> Jones, D. E., Greenberg, M., & Crowley, M. (2020). <i>Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health, 110(2), 151-157.</i> | 4%  |
| 16 | UAS   | UAS                      | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif  | UAS<br>2 X 50     | UAS<br>2 X 50     | <b>Materi:</b> All Materials<br><b>Pustaka:</b> Durlak, J. A., & Domitrovich, C. E. (2020). <i>The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 91(1), 1-17. 12.</i>  | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi               | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipatif | 65%        |
| 2. | Praktik / Unjuk Kerja  | 35%        |
|    |                        | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.

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.