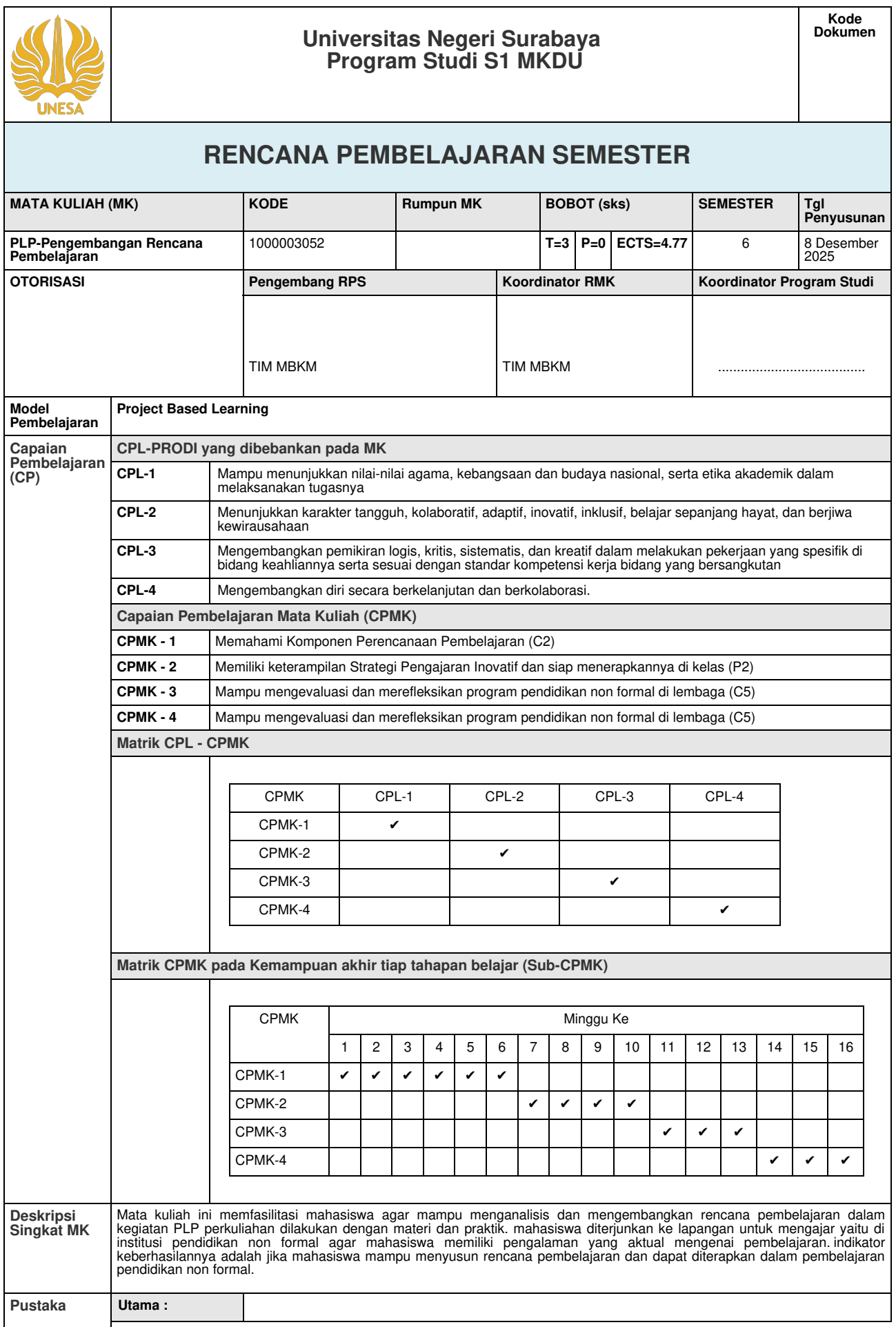




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Pendukung :							
- Schoolar - SINTA							
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Memahami konsep pengenalan lapangan sekolah	Menganalisis kinerja pengenalan lapangan sekolah	Kriteria: Work PracticesKriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: Lesson Plan Development Pustaka: <i>Parker, M. K., & Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i>	3%

2	Memahami konsep pengenalan lapangan sekolah	Menganalisis kinerja pengenalan lapangan sekolah	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: Lesson Plan Development Pustaka: <i>Parker, M. K., & Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i>	3%
3	Memahami konsep pengenalan lapangan sekolah	Analyze the performance of the school field introduction	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: Lesson Plan Development Pustaka: <i>Parker, M. K., & Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i>	3%
4	Memahami konsep pengenalan lapangan sekolah	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: Lesson Plan Development Pustaka: <i>Parker, M. K., & Thompson, G. L. (2021). Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness. Journal of Educational Research, 62(1), 50-62.</i>	3%

5	Memahami dan mampu menerapkan teknik pengenalan sekolah	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: memahami dan mampu menerapkan teknik pengenalan pesekolahan Pustaka: Zainal, A. (2020). <i>Micro Teaching disertai dengan Pedoman Pengalaman Lapangan. PT Raja Grafindo Persada.</i> Materi: understand and be able to apply schooling introduction techniques Pustaka: Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i>	3%
6	understand and be able to apply schooling introduction techniques	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i>	3%
7	Memahami dan mampu menerapkan teknik pengenalan sekolah	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i>	4%

8	UTS	UTS	Kriteria: UTS Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	UTS 3 X 50	UTS 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: <i>Tomlinson, C. A., & Moon, T. R. (2022). Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i>	20%
9	understand and be able to apply schooling introduction techniques	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: <i>Tomlinson, C. A., & Moon, T. R. (2022). Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.). ASCD.</i> Materi: The Development of Learning Tools Through Question Student Have (QSH) Method in Tarikh Education to Improve Students' Self-Confidence Pustaka: <i>Raniya, P. T., Susanto, S. F., Arqam, M. L., & Perawironegoro, D. (2024). The Development of Learning Tools Through Question Student Have (QSH) Method in Tarikh Education to Improve Students' Self-Confidence. Al-Tadzkiyyah: Jurnal Pendidikan Islam, 15(2), 311-328.</i>	4%

10	understand and be able to apply schooling introduction techniques	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.).</i> ASCD.	4%
11	Memahami dan mampu menerapkan teknik pengenalan sekolah	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.).</i> ASCD.	4%
12	Memahami dan mampu menerapkan teknik pengenalan sekolah	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Participation assessment criteria Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.).</i> ASCD.	4%
13	Memahami dan mampu menerapkan teknik pengenalan sekolah	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Participation assessment criteria Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.).</i> ASCD.	4%

14	understand and be able to apply schooling introduction techniques	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Aktifitas Partisipasi, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD.	4%
15	Memahami dan mampu menerapkan teknik pengenalan sekolah	Menganalisis kinerja pengenalan sekolah di lapangan	Kriteria: Kriteria Penilaian Partisipasi, Praktik Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	perkuliahan 3 X 50	perkuliahan 3 X 50	Materi: understand and be able to apply schooling introduction techniques Pustaka: Tomlinson, C. A., & Moon, T. R. (2022). <i>Differentiated instruction in the inclusive classroom: The what, why, and how (2nd ed.)</i> . ASCD.	4%
16	UAS	UAS	Kriteria: UAS Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	UAS 3 X 50	UAS 3 X 50	Materi: all materials Pustaka: Davis, T. R., & Blackwell, R. S. (2020). <i>Lesson Planning in Student Teaching: Bridging Theory and Practice in Teacher Preparation. Journal of Curriculum and Instruction, 37(2), 112-124.</i>	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasi	6.65%
2.	Penilaian Hasil Project / Penilaian Produk	33.15%
3.	Praktik / Unjuk Kerja	60.15%
		99.95%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.

5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **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.