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|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----|-----------|---------------------------|------------------|-----------|-------|-------|--------|----|----|--------|----|----|--------|--|---|--------|--|---|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|---|---|---|---|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|---|---|---|---|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|
|  | Universitas Negeri Surabaya<br>Fakultas Ilmu Pendidikan<br>Program Studi S1 Pendidikan Guru Pendidikan Anak Usia Dini                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                               |                 |     |           |                           | Kode Dokumen     |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| RENCANA PEMBELAJARAN SEMESTER                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                               |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Rumpun MK                                                                                                                                                                                                                                     | BOBOT (sks)     |     |           | SEMESTER                  | Tgl Penyusunan   |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Manajemen Event                                                                   | 1000020157                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                               | T=1             | P=1 | ECTS=3.18 | 7                         | 10 Februari 2026 |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                               | Koordinator RMK |     |           | Koordinator Program Studi |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | TIM MBKM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                               | TIM MBKM        |     |           | KARTIKA RINAKIT ADHE      |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Model Pembelajaran                                                                | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                               |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                                         |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPL-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                                                    |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                               |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Analyzing event needs and goals (C4)                                                                                                                                                                                                          |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluate the event planning process (C5)                                                                                                                                                                                                      |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Apply event promotion and marketing techniques (C3)                                                                                                                                                                                           |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluating post-event (C5)                                                                                                                                                                                                                    |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                               |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <table><tr><td>CPMK</td><td>CPL-1</td><td>CPL-2</td></tr><tr><td>CPMK-1</td><td></td><td>✓</td></tr><tr><td>CPMK-2</td><td></td><td>✓</td></tr><tr><td>CPMK-3</td><td></td><td>✓</td></tr><tr><td>CPMK-4</td><td></td><td>✓</td></tr></table> |                 |     |           |                           |                  | CPMK      | CPL-1 | CPL-2 | CPMK-1 |    | ✓  | CPMK-2 |    | ✓  | CPMK-3 |  | ✓ | CPMK-4 |  | ✓ |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CPL-1                                                                                                                                                                                                                                         | CPL-2           |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               | ✓               |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               | ✓               |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               | ✓               |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | CPMK-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               | ✓               |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                               |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
|                                                                                   | <table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><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></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                                                                              | 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                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                               |                 |     |           |                           |                  |           |       |       |        |    | ✓  | ✓      | ✓  | ✓  |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Deskripsi Singkat MK                                                              | Mata kuliah Manajemen Event Regional bertujuan membekali mahasiswa dengan kompetensi perencanaan, pengorganisasian, pelaksanaan, dan pengendalian event regional dalam konteks administrasi negara dan pemerintahan daerah. Pembelajaran dilaksanakan menggunakan pendekatan Outcome-Based Education (OBE) dan Project Based Learning (PBL) berbasis POAC (Planning, Organizing, Actuating, Controlling). Mahasiswa secara mandiri menganalisis kebijakan dan kebutuhan daerah, menyusun proposal event, merancang pengelolaan sumber daya, serta mensimulasikan pelaksanaan event yang berorientasi pada pelayanan publik. Mata kuliah ini menekankan penerapan prinsip akuntabilitas, efisiensi, transparansi, dan partisipasi masyarakat dalam penyelenggaraan kegiatan publik. Melalui mata kuliah ini, mahasiswa diharapkan memiliki keterampilan praktis dalam mengelola program dan kegiatan pemerintah daerah secara profesional dan berbasis kinerja.                   |                                                                                                                                                                                                                                               |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |
| Pustaka                                                                           | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                               |                 |     |           |                           |                  |           |       |       |        |    |    |        |    |    |        |  |   |        |  |   |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |

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| <div>1. Allen, J. (2011). The Business of Event Planning: Behind-the-Scenes Secrets of Successful Special Events. Wiley.</div> <div>2. Bladen, C., Kennell, J., Abson, E., &amp; Wilde, N. (2012). Events Management: An Introduction. Routledge</div> <div>3. Getz, D. (2012). Event Studies: Theory, Research and Policy for Planned Events. Routledge.</div> <div>4. Goldblatt, J. (2011). Special Events: Event Leadership for a New World. Wiley.</div> <div>5. Gursoy, D., &amp; Kendall, K. W. (2006). Conference Tourism and Its Impact on the Destination. In Tourism Management (pp. 303-315). Butterworth-Heinemann.</div> <div>6. Jago, L. K., &amp; Shaw, R. N. (1998). Special Events: A New Model for Planning and Implementation. In Journal of Event Management (pp. 69-82). Routledge.</div> <div>7. Masterman, G. (2004). Strategic Sports Event Management. Butterworth-Heinemann.</div> <div>8. Ritchie, B. W., &amp; Shipway, R. (2009). Event Management: A Practical Guide to Events. Routledge.</div> <div>9. Silvers, J. R. (2008). Risk Management for Meetings and Events. Routledge.</div> <div>10. Whelan, S. (2014). Event Management: A Professional and Developmental Approach. Routledge.</div> <div>11. Goldblatt, J. (2021). Special Events: A New Generation and the Next Frontier (8th ed.). Wiley.</div> <div>12. Getz, D. (2020). Event Management and Event Tourism (3rd ed.). Cognizant Communication Corporation.</div> <div>13. Shone, A., &amp; Parry, B. (2021). Successful Event Management: A Practical Handbook (5th ed.). Cengage Learning.</div> <div>14. Van der Wagen, L., &amp; Carlos, J. (2022). Event Management for Tourism, Cultural, Business, and Sporting Events. Pearson Education.</div> <div>15. Wakefield, K. L., &amp; Leong, J. (2020). Event Tourism: A Contemporary Approach. Routledge.</div> <div>16. Lundberg, C. (2021). Event Management: A Professional and Developmental Approach. Wiley.</div> <div>17. Mallen, C., &amp; Adams, S. (2021). Sports Event Management: A Guide for Students and Practitioners. Routledge.</div> <div>18. Kerr, A., &amp; Meethan, K. (2020). Events Management: An Introduction. SAGE Publications.</div> <div>19. Beesley, D., &amp; Crerar, D. (2021). The Art of Event Planning: Pro-level Tips and Techniques. McGraw-Hill Education.</div> <div>20. Rossi, M., &amp; O'Grady, S. (2022). Event Planning and Management: A Guide for Beginners. SAGE Publications.</div> <div>21. Bowdin, G., &amp; McDonnell, I. (2021). Events Management: An International Approach. Butterworth-Heinemann.</div> <div>22. Solomon, M., &amp; Kupperman, E. (2021). Strategic Event Management: How to Plan and Execute World-Class Events. Springer.</div> <div>23. Merritt, C., &amp; Williams, J. (2022). Event Management: A Marketing Perspective. Pearson.</div> <div>24. O'Toole, W. (2020). Planning and Management of Meetings, Expositions, Events, and Conventions (8th ed.). Pearson Education.</div> <div>25. Tassiopoulos, D. (2021). Event Management: A Developmental Approach. Juta Academic.</div> |                                                                                    |                           |                                                                                                                                    |                                                                                  |                                 |                                                                                                                                                                     |                     |
| Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                    |                           |                                                                                                                                    |                                                                                  |                                 |                                                                                                                                                                     |                     |
| 1. YOUTUBE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                    |                           |                                                                                                                                    |                                                                                  |                                 |                                                                                                                                                                     |                     |
| 2. SINTA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                    |                           |                                                                                                                                    |                                                                                  |                                 |                                                                                                                                                                     |                     |
| 3. SCHOOLAR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                    |                           |                                                                                                                                    |                                                                                  |                                 |                                                                                                                                                                     |                     |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Be able to understand the concept of Eventet and the event management process well | Understanding the concept | <b>Kriteria:</b><br>Understanding the concept<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Discussions, Lectures<br>2 X 50                                                  | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). Successful Event Management: A Practical Handbook (5th ed.). Cengage Learning. | 3%                  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Be able to understand the concept of Eventet and the event management process well | Understanding the concept | <b>Kriteria:</b><br>Understanding the concept<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Discussions, Lectures<br>2 X 50                                                  | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). Successful Event Management: A Practical Handbook (5th ed.). Cengage Learning. | 3%                  |

|   |                                                                                    |                                      |                                                                                                                                               |                                 |                                 |                                                                                                                                                                            |     |
|---|------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 3 | Be able to understand the concept of Eventet and the event management process well | Understanding the concept            | <b>Kriteria:</b><br>Understanding the concept<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                                       | Discussions, Lectures<br>2 X 50 | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook</i> (5th ed.). Cengage Learning. | 3%  |
| 4 | Be able to understand the concept of Eventet and the event management process well | Understanding the concept            | <b>Kriteria:</b><br>Understanding the concept<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes            | Discussions, Lectures<br>2 X 50 | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook</i> (5th ed.). Cengage Learning. | 3%  |
| 5 | Be able to understand the concept of Eventet and the event management process well | Understanding the concept            | <b>Kriteria:</b><br>Understanding the concept<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes            | Discussions, Lectures<br>2 X 50 | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook</i> (5th ed.). Cengage Learning. | 3%  |
| 6 | Be able to understand the concept of Eventet and the event management process well | Understanding the concept            | <b>Kriteria:</b><br>Understanding the concept<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes            | Discussions, Lectures<br>2 X 50 | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook</i> (5th ed.). Cengage Learning. | 3%  |
| 7 | Able to design event management well and creatively and innovatively               | Can design management processes well | <b>Kriteria:</b><br>Can design management processes well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Discussions, Lectures<br>2 X 50 | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook</i> (5th ed.). Cengage Learning. | 4%  |
| 8 | UTS                                                                                | UTS                                  | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes                                  | UTS<br>2 X 50                   | UTS<br>2 X 50                   | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook</i> (5th ed.). Cengage Learning. | 20% |

|    |                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |                                 |                                 |                                                                                                                                                                             |    |
|----|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9  | Mahasiswa mampu mensimulasikan pelaksanaan event regional sesuai dengan rencana yang telah disusun.              | Mahasiswa mampu menjalankan peran sesuai struktur organisasi, mahasiswa mampu menunjukkan koordinasi dan komunikasi tim dan mahasiswa mampu menyelesaikan tugas sesuai alur kegiatan. | <b>Kriteria:</b><br>Can design management processes well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio                                                                                                                                                    | Discussions, Lectures<br>2 X 50 | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook (5th ed.)</i> . Cengage Learning. | 4% |
| 10 | Able to design event management well and creatively and innovatively                                             | Mahasiswa mampu mengambil keputusan dalam situasi simulatif, mahasiswa mampu memimpin dan mengoordinasikan anggota tim dan mahasiswa mampu menyelesaikan permasalahan operasional.    | <b>Kriteria:</b><br>Mahasiswa mampu mengambil keputusan dalam situasi simulatif, mahasiswa mampu memimpin dan mengoordinasikan anggota tim dan mahasiswa mampu menyelesaikan permasalahan operasional.<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Tes | Discussions, Lectures<br>2 X 50 | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook (5th ed.)</i> . Cengage Learning. | 4% |
| 11 | Mahasiswa mampu mengidentifikasi risiko dan konflik yang mungkin muncul dalam pelaksanaan event regional         | Mahasiswa mampu mengidentifikasi potensi risiko event, mahasiswa mampu merumuskan strategi mitigasi risiko dan mahasiswa mampu menjelaskan penyelesaian konflik secara etis           | <b>Kriteria:</b><br>Can design management processes well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Tes                                                                                                                                               | Discussions, Lectures<br>2 X 50 | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook (5th ed.)</i> . Cengage Learning. | 4% |
| 12 | Mahasiswa mampu menunjukkan sikap profesional dan berorientasi pelayanan publik dalam pelaksanaan event regional | Mahasiswa mampu bersikap ramah, responsif, dan bertanggung jawab & mahasiswa mampu menerapkan etika pelayanan publik                                                                  | <b>Kriteria:</b><br>Mahasiswa mampu bersikap ramah, responsif, dan bertanggung jawab & mahasiswa mampu menerapkan etika pelayanan publik<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes                                        | Discussions, Lectures<br>2 X 50 | Discussions, Lectures<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook (5th ed.)</i> . Cengage Learning. | 4% |
| 13 | Able to design event management well and creatively and innovatively                                             | Implement and evaluate event management processes                                                                                                                                     | <b>Kriteria:</b><br>Implement and evaluate event management processes<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes                                                                                                           | project<br>2 X 50               | project<br>2 X 50               | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook (5th ed.)</i> . Cengage Learning. | 4% |
| 14 | Able to design event management well and creatively and innovatively                                             | Implement and evaluate event management processes                                                                                                                                     | <b>Kriteria:</b><br>Implement and evaluate event management processes<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes                                                                                                           | project<br>2 X 50               | project<br>2 X 50               | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook (5th ed.)</i> . Cengage Learning. | 4% |

|    |                                                                      |                                                   |                                                                                                                                                            |                   |                   |                                                                                                                                                                             |     |
|----|----------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | Able to design event management well and creatively and innovatively | Implement and evaluate event management processes | <b>Kriteria:</b><br>Implement and evaluate event management processes<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | project<br>2 X 50 | project<br>2 X 50 | <b>Materi:</b> Event Management<br><b>Pustaka:</b><br>Shone, A., & Parry, B. (2021). <i>Successful Event Management: A Practical Handbook (5th ed.)</i> . Cengage Learning. | 4%  |
| 16 | UAS                                                                  | UAS                                               | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Tes                                                                      | UAS<br>2 X 50     | UAS<br>2 X 50     | <b>Materi:</b> All Materials<br><b>Pustaka:</b><br>Lundberg, C. (2021). <i>Event Management: A Professional and Developmental Approach</i> . Wiley.                         | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi              | Persentase |
|----|-----------------------|------------|
| 1. | Penilaian Portofolio  | 41.32%     |
| 2. | Praktik / Unjuk Kerja | 21.32%     |
| 3. | Tes                   | 37.32%     |
|    |                       | 99.96%     |

#### Catatan

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

