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|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <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><tr><td>CPMK-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-7</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-8</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-9</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-10</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-5 |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  | CPMK-6 |  |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  | CPMK-7 |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  | CPMK-8 |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  | CPMK-9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  | CPMK-10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |
| CPMK                 | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3                                                                                   | 4                                                                                | 5               | 6                                                                                                                                                                       | 7   | 8                   | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-1               | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-2               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                                                                   |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-3               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     | ✓                                                                                | ✓               |                                                                                                                                                                         |     |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-4               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 | ✓                                                                                                                                                                       | ✓   |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-5               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     | ✓                   | ✓ |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-6               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   | ✓  | ✓  |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-7               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    | ✓  | ✓  |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-8               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    | ✓  |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-9               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    |    | ✓  |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-10              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    |    |    | ✓  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| Deskripsi Singkat MK | Matakuliah Metode Penelitian Kualitatif pada jenjang S3 program studi Penelitian dan Evaluasi Pendidikan membahas tentang berbagai pendekatan, teknik, dan prosedur yang digunakan dalam melakukan penelitian kualitatif di bidang pendidikan. Tujuan dari matakuliah ini adalah untuk memperdalam pemahaman mahasiswa terkait metode penelitian kualitatif, serta melatih kemampuan dalam merancang, melaksanakan, dan menganalisis penelitian kualitatif secara sistematis. Ruang lingkupnya mencakup pemahaman terhadap paradigma kualitatif, teknik pengumpulan data kualitatif, analisis data kualitatif, etika penelitian kualitatif, dan penerapan hasil penelitian kualitatif dalam konteks penelitian dan evaluasi pendidikan. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| Pustaka              | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
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|                      | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
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| Dosen Pengampu       | Prof. Dr. Rusijono, M.Pd.<br>Dr. Mochamad Cholik, M.Pd.<br>Dr. Mochamad Cholik, M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                  |                 |                                                                                                                                                                         |     |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| Mg Ke-               | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                 | Materi Pembelajaran [ Pustaka ]                                                                                                                                         |     | Bobot Penilaian (%) |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
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| (1)                  | (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | (4)                                                                                 | (5)                                                                              | (6)             | (7)                                                                                                                                                                     | (8) |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 1                    | Mahasiswa diharapkan mampu menerapkan berbagai metode penelitian kualitatif dalam konteks penelitian dan evaluasi pendidikan untuk menghasilkan pemahaman mendalam tentang fenomena pendidikan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3. Kemampuan memilih metode penelitian yang sesuai dengan konteks penelitian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Kriteria:<br>Sesuaikan CPL<br><br>Bentuk Penilaian :<br>Aktifitas Partisipasif, Tes |                                                                                  |                 | Materi: 3. Evaluasi Keefektifan Metode Penelitian<br>Pustaka: 2. Tabachnick, B. G., & Fidell, L. S. (2013). Using Multivariate Statistics (6th ed.). Pearson Education. | 5%  |                     |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |

|   |                                                                                                                                                                                     |                                                                                                                                                    |                                                                                                                              |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | Mahasiswa diharapkan mampu menganalisis berbagai metode penelitian kuantitatif untuk memilih metode yang paling efektif sesuai dengan konteks penelitian.                           | 2. Kemampuan memilih metode penelitian yang sesuai dengan konteks penelitian                                                                       | <b>Kriteria:</b><br>2. Tes<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Portofolio                  |  |  | <b>Materi:</b> 1. Konsep Dasar Penelitian Kuantitatif<br><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)</i> . Sage Publications.<br><hr/> <b>Materi:</b> 2. Metode Penelitian Kuantitatif<br><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)</i> . Sage Publications.<br><hr/> <b>Materi:</b> 3. Analisis Metode Penelitian<br><b>Pustaka:</b> 1. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). <i>Multivariate Data Analysis (8th ed.)</i> . Cengage Learning. | 5% |
| 3 | Mahasiswa diharapkan mampu menganalisis data kualitatif menggunakan teknik coding, memetakan, dan menyusun narasi untuk mengidentifikasi pola dan tema dalam penelitian pendidikan. | 1.Coding data kualitatif dengan tepat<br>2.Mampu memetakan data dengan akurat<br>3.Menyusun narasi yang menggambarkan pola dan tema yang ditemukan | <b>Kriteria:</b><br>2. Penilaian Portofolio<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Portofolio |  |  | <b>Materi:</b> 2. Studi kasus penelitian kuantitatif<br><b>Pustaka:</b> 1. Field, A. (2013). <i>Discovering Statistics Using IBM SPSS Statistics (4th ed.)</i> . Sage Publications.<br><hr/> <b>Materi:</b> 3. Teknik evaluasi metode penelitian<br><b>Pustaka:</b> 1. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). <i>Multivariate Data Analysis (8th ed.)</i> . Cengage Learning.                                                                                                                                                                                                                                               | 5% |

|   |                                                                                                                                                                                            |                                                                                                                               |                                                                                                               |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |
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| 4 | Mahasiswa diharapkan mampu menganalisis data kualitatif dengan menggunakan teknik coding, memetakan, dan menyusun narasi untuk mengidentifikasi pola dan tema dalam penelitian pendidikan. | 1.Coding data kualitatif dengan tepat<br>2.Mampu memetakan pola dan tema<br>3.Mampu menyusun narasi yang menggambarkan temuan | <b>Kriteria:</b><br>Sesuai CPL<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk |  |  | <b>Materi:</b> 2. Studi Kasus dalam Penelitian Kuantitatif<br><b>Pustaka:</b> 3. Pallant, J. (2016). <i>SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS (6th ed.)</i> . McGraw-Hill Education.<br><b>Materi:</b> 3. Analisis Kekuatan dan Kelemahan Metode Penelitian Kuantitatif<br><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)</i> . Sage Publications. | 5% |
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| 5 | Mahasiswa diharapkan mampu mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam merancang desain penelitian kuantitatif yang inovatif untuk menyelesaikan masalah penelitian yang kompleks. | <p>1.1. Integrasi teknik kuantitatif dalam desain penelitian</p> <p>2.2. Kemampuan menciptakan solusi inovatif</p> <p>3.3. Ketepatan dalam mengatasi masalah penelitian kompleks</p> | <p><b>Kriteria:</b><br/>Penilaian Hasil Project / Penilaian Produk</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk</p> | Pembelajaran Berbasis Masalah<br>2 jam | Diskusi daring tentang penerapan teknik kuantitatif dalam desain penelitian inovatif<br>2 jam | <p><b>Materi:</b> 1. Teknik kuantitatif dalam penelitian</p> <p><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed.). Sage Publications.</p> <p><b>Materi:</b> 2. Inovasi dalam desain penelitian</p> <p><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed.). Sage Publications.</p> <p><b>Materi:</b> 3. Penyelesaian masalah penelitian kompleks</p> <p><b>Pustaka:</b> 2. Tabachnick, B. G., &amp; Fidell, L. S. (2013). <i>Using Multivariate Statistics</i> (6th ed.). Pearson Education.</p> | 5% |
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| 6 | Mahasiswa diharapkan mampu menciptakan desain penelitian yang inovatif dengan mengintegrasikan berbagai teknik kuantitatif untuk mengatasi masalah penelitian yang kompleks. | 1.1. Desain penelitian inovatif<br>2.2. Integrasi teknik kuantitatif<br>3.3. Kreativitas dalam pengembangan sistem penilaian dan evaluasi pendidikan | <b>Kriteria:</b><br>1.1. Penilaian Hasil Project / Penilaian Produk<br>2.2. Penilaian Portofolio<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Pembelajaran berbasis proyek<br>2 jam | Penugasan proyek online<br>2 jam | <b>Materi:</b> 1. Konsep desain penelitian inovatif<br><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)</i> . Sage Publications.<br><hr/> <b>Materi:</b> 2. Teknik kuantitatif dalam penelitian<br><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)</i> . Sage Publications.<br><hr/> <b>Materi:</b> 3. Pengembangan sistem penilaian dan evaluasi pendidikan<br><b>Pustaka:</b> 2. Tabachnick, B. G., & Fidell, L. S. (2013). <i>Using Multivariate Statistics (6th ed.)</i> . Pearson Education. | 5% |
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| 7 | Mahasiswa diharapkan mampu menghasilkan desain penelitian yang inovatif dengan integrasi teknik kuantitatif, serta mampu mengatasi masalah penelitian yang kompleks | 1.1. Kemampuan mengintegrasikan berbagai teknik kuantitatif<br>2.2. Kemampuan menciptakan desain penelitian inovatif<br>3.3. Kemampuan mengatasi masalah penelitian kompleks | <b>Kriteria:</b><br>2. Penilaian Portofolio<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio, Tes | Pembelajaran Berbasis Proyek<br>2 jam | Diskusi daring tentang penerapan teknik kuantitatif dalam penelitian, Membuat proposal desain penelitian inovatif dengan integrasi teknik kuantitatif<br>2 jam | <b>Materi:</b> 1. Pengenalan Teknik Kuantitatif<br><b>Pustaka:</b> 2. <i>Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). Sage Publications.</i><br><b>Materi:</b> 2. Desain Penelitian Inovatif<br><b>Pustaka:</b> 1. <i>Hair, J. F., Black, W. C., Babin, B. J., &amp; Anderson, R. E. (2019). Multivariate Data Analysis (8th ed.). Cengage Learning.</i><br><b>Materi:</b> 3. Penyelesaian Masalah Penelitian Kompleks<br><b>Pustaka:</b> 3. <i>Pallant, J. (2016). SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS (6th ed.). McGraw-Hill Education.</i> | 5%  |
| 8 | Ujian Tengah Semester                                                                                                                                               | Ujian Tengah Semester                                                                                                                                                        | <b>Kriteria:</b><br>Sesuai CPL<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Tes            | Ujian Tengah Semester                 | Ujian Tengah Semester                                                                                                                                          | <b>Materi:</b> Ujian Tengah Semester<br><b>Pustaka:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10% |

|   |                                                                                                                                                                             |                                                                                                            |                                                                                    |                                        |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9 | Mahasiswa diharapkan mampu mengembangkan kemampuan analisis data yang lebih mendalam menggunakan model statistik lanjutan untuk memahami pola yang muncul dalam penelitian. | 1.1. analisis data menggunakan model statistik lanjutan<br>2.2. memahami pola yang muncul dalam penelitian | <b>Kriteria:</b><br>Tes<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Pembelajaran Berbasis Masalah<br>2 jam | Diskusi daring tentang penerapan model statistik lanjutan dalam penelitian<br>2 jam | <b>Materi:</b> 1. Konsep Model Statistik Lanjutan<br><b>Pustaka:</b> 2. <i>Tabachnick, B. G., &amp; Fidell, L. S. (2013). Using Multivariate Statistics (6th ed.). Pearson Education.</i><br><b>Materi:</b> 2. Teknik Analisis Data Lanjutan<br><b>Pustaka:</b> 1. <i>Hair, J. F., Black, W. C., Babin, B. J., &amp; Anderson, R. E. (2019). Multivariate Data Analysis (8th ed.). Cengage Learning.</i><br><b>Materi:</b> 3. Interpretasi Hasil Analisis<br><b>Pustaka:</b> 1. <i>Field, A. (2013). Discovering Statistics Using IBM SPSS Statistics (4th ed.). Sage Publications.</i> | 5% |
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| 10 | Mampu mengembangkan sistem penilaian, instrumen penilaian, penelitian, evaluasi, serta mengembangkan psikometrika komputasi. | <p>1.1. Penggunaan model statistik lanjutan dengan tepat</p> <p>2.2. Kemampuan menganalisis pola data secara mendalam</p> | <p><b>Kriteria:</b><br/>Tes</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Pembelajaran berbasis masalah (Problem Based Learning)<br>2 jam | Diskusi daring tentang penerapan model statistik lanjutan dalam penelitian<br>2 jam | <p><b>Materi:</b> 1.<br/>Model statistik lanjutan</p> <p><b>Pustaka:</b> 1.<br/><i>Hair, J. F., Black, W. C., Babin, B. J., &amp; Anderson, R. E. (2019). Multivariate Data Analysis (8th ed.). Cengage Learning.</i></p> <hr/> <p><b>Materi:</b> 2.<br/>Analisis pola data</p> <p><b>Pustaka:</b> 2.<br/><i>Tabachnick, B. G., &amp; Fidell, L. S. (2013). Using Multivariate Statistics (6th ed.). Pearson Education.</i></p> <hr/> <p><b>Materi:</b> 3.<br/>Interpretasi hasil analisis</p> <p><b>Pustaka:</b> 3.<br/><i>Pallant, J. (2016). SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS (6th ed.). McGraw-Hill Education.</i></p> | 5% |
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| 11 | Mahasiswa diharapkan mampu mengembangkan kemampuan evaluasi terhadap validitas dan reliabilitas instrumen penelitian dalam konteks kajian kuantitatif. | <p>1.1. Kemampuan menganalisis validitas instrumen penelitian</p> <p>2.2. Kemampuan menganalisis reliabilitas instrumen penelitian</p> | <p><b>Kriteria:</b><br/>Sesuai CPL</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p> | Pembelajaran berbasis diskusi dan studi kasus<br>2 jam | Diskusi daring tentang studi kasus evaluasi validitas dan reliabilitas instrumen penelitian<br>2 jam | <p><b>Materi:</b> 1. Pengertian Validitas dan Reliabilitas</p> <p><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed.). Sage Publications.</p> <hr/> <p><b>Materi:</b> 2. Metode Evaluasi Validitas Instrumen</p> <p><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (4th ed.). Sage Publications.</p> <hr/> <p><b>Materi:</b> 3. Metode Evaluasi Reliabilitas Instrumen</p> <p><b>Pustaka:</b> 1. Hair, J. F., Black, W. C., Babin, B. J., &amp; Anderson, R. E. (2019). <i>Multivariate Data Analysis</i> (8th ed.). Cengage Learning.</p> | 5% |
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| 12 | <p>Mahasiswa diharapkan mampu mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan analisis data kuantitatif yang inovatif serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan.</p> | <p>1.1. Pemahaman konsep analisis data kuantitatif baru<br/> 2.2. Kemampuan mengaplikasikan pendekatan baru dalam analisis data kuantitatif<br/> 3.3. Kemampuan menciptakan metode analisis data kuantitatif yang inovatif</p> | <p><b>Kriteria:</b><br/> 1.1. Penilaian Hasil Project / Penilaian Produk<br/> 2.2. Penilaian Portofolio<br/> 3.3. Tes</p> <p><b>Bentuk Penilaian :</b><br/> Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk</p> | <p>Pembelajaran berbasis proyek<br/> 2 jam</p> | <p>Penugasan proyek online untuk menciptakan metode analisis data kuantitatif inovatif<br/> 2 jam</p> | <p><b>Materi:</b> 1. Konsep analisis data kuantitatif baru<br/> <b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)</i>. Sage Publications.</p> <hr/> <p><b>Materi:</b> 2. Penerapan pendekatan baru dalam analisis data kuantitatif<br/> <b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)</i>. Sage Publications.</p> <hr/> <p><b>Materi:</b> 3. Inovasi dalam metode analisis<br/> <b>Pustaka:</b> 1. Hair, J. F., Black, W. C., Babin, B. J., &amp; Anderson, R. E. (2019). <i>Multivariate Data Analysis (8th ed.)</i>. Cengage Learning.</p> | 5% |
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| 13 | Mahasiswa diharapkan mampu mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam menganalisis hasil penelitian untuk mengidentifikasi implikasi teoritis dan praktis dari temuan.                                                                                                                                                                              | <p>1.1. Mampu mengaitkan hasil penelitian dengan konsep teoritis yang relevan</p> <p>2.2. Mampu merumuskan implikasi praktis dari hasil penelitian</p> | <p><b>Kriteria:</b></p> <p>1.1. Penilaian Hasil Project / Penilaian Produk</p> <p>2.2. Penilaian Portofolio</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Diskusi, Studi Kasus, Analisis Kritis<br>2 jam | Penugasan online pada pertemuan ini memungkinkan dan dapat dilakukan melalui pembuatan analisis singkat mengenai hasil penelitian yang relevan dengan topik perkuliahan. Mahasiswa diminta untuk merumuskan implikasi teoritis dan praktis dari hasil penelitian yang dipilih.<br>2 jam | <p><b>Materi:</b> 1. Konsep Analisis Hasil Penelitian</p> <p><b>Pustaka:</b> 1. Hair, J. F., Black, W. C., Babin, B. J., &amp; Anderson, R. E. (2019). <i>Multivariate Data Analysis (8th ed.)</i>. Cengage Learning.</p> <p><b>Materi:</b> 2. Implikasi Teoritis dan Praktis</p> <p><b>Pustaka:</b> 1. Field, A. (2013). <i>Discovering Statistics Using IBM SPSS Statistics (4th ed.)</i>. Sage Publications.</p> <p><b>Materi:</b> 3. Studi Kasus Analisis</p> <p><b>Pustaka:</b> 3. Pallant, J. (2016). <i>SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS (6th ed.)</i>. McGraw-Hill Education.</p> | 5% |
| 14 | Mahasiswa diharapkan mampu menunjukkan nilai nilai agama, kebangsaan, budaya nasional, serta etika akademik dalam melaksanakan tugasnya. Selain itu, mahasiswa diharapkan dapat mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya sesuai dengan standar kompetensi kerja bidang yang bersangkutan. | <p>1.1. Etika penelitian dievaluasi dengan baik</p> <p>2.2. Prosedur sesuai dengan norma dan standar etik yang berlaku</p>                             | <p><b>Kriteria:</b><br/>Penilaian Portofolio</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p>                                                                | Diskusi, studi kasus, analisis teks<br>2 jam   | Penugasan online memungkinkan. Jenis penugasan yang cocok adalah Penilaian Portofolio<br>2 jam                                                                                                                                                                                          | <p><b>Materi:</b> 1. Penerapan etika penelitian dalam metode kuantitatif</p> <p><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)</i>. Sage Publications.</p> <p><b>Materi:</b> 2. Norma dan standar etik dalam penelitian kuantitatif</p> <p><b>Pustaka:</b> 2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)</i>. Sage Publications.</p>                                                                                                                                           | 5% |

|    |                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |                                                                                           |                                       |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |
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| 15 | Mahasiswa diharapkan mampu menghasilkan laporan penelitian yang komprehensif, mengintegrasikan analisis kuantitatif dengan diskusi kritis terhadap literatur yang relevan sesuai dengan standar kompetensi kerja bidang yang bersangkutan. | 1.1. Kemampuan menganalisis data kuantitatif dengan tepat<br>2.2. Kemampuan mengintegrasikan hasil analisis dengan literatur yang relevan<br>3.3. Kemampuan menyusun laporan penelitian yang komprehensif | <b>Kriteria:</b><br>Sesuai CPL<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Pembelajaran Berbasis Proyek<br>2 jam | Penugasan online pada pertemuan ini memungkinkan dan dapat dilakukan melalui pembuatan laporan penelitian simulasi yang mencakup analisis kuantitatif dan diskusi kritis terhadap literatur relevan. | <b>Materi:</b> 1. Konsep Analisis Kuantitatif<br><b>Pustaka:</b> 2. <i>Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). Sage Publications.</i><br><b>Materi:</b> 2. Teknik Integrasi Analisis dengan Diskusi Kritis<br><b>Pustaka:</b> 1. <i>Hair, J. F., Black, W. C., Babin, B. J., &amp; Anderson, R. E. (2019). Multivariate Data Analysis (8th ed.). Cengage Learning.</i><br><b>Materi:</b> 3. Penggunaan Literatur dalam Penelitian<br><b>Pustaka:</b> 2. <i>Tabachnick, B. G., &amp; Fidell, L. S. (2013). Using Multivariate Statistics (6th ed.). Pearson Education.</i> | 5%  |
| 16 | Ujian Akhir Semester                                                                                                                                                                                                                       | Ujian Akhir Semester                                                                                                                                                                                      | <b>Kriteria:</b><br>Sesuai CPL<br><br><b>Bentuk Penilaian :</b><br>Tes                    | Ujian Akhir Semester                  | Ujian Akhir Semester                                                                                                                                                                                 | <b>Materi:</b> Ujian Akhir Semester<br><b>Pustaka:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20% |

#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipatif                     | 50%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 12.5%      |
| 3. | Penilaian Portofolio                       | 7.5%       |
| 4. | Tes                                        | 30%        |
|    |                                            | 100%       |

#### Catatan

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

8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 24 Desember 2024

Koordinator Program Studi S3  
Penelitian dan Evaluasi  
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UPM Program Studi S3  
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