# SEMESTER LEARNING PLAN

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| UNESA Universitas Negeri Surabaya | **SURABAYA STATE UNIVERSITY<br>FACULTY OF EDUCATION<br>DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY** | **Document Code** |

**SEMESTER LEARNING PLAN**

| **COURSES (MK)** | **CODE** | **MK family** | **WEIGHT (credits)** | | **SEMESTER** | **date Compilation** |
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| **Introduction ti Educational Technology** | | Introduction to TP | **T=2** | **P=2** | **1** | March 19, 2022 |

| **AUTHORIZATION** | **RPS Developer** | **RMK Coordinator** | **Head of Study Program** |
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| | | | **Dr. Andi Kristanto, S.Pd. M.Pd.** |

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| **Achievements Learning (CP)** | **CPL-PRODI charged to MK** | |
| | CPL-S8 | Able to demonstrate a scientific, critical and innovative attitude in scientific and responsible learning of educational technology |
| | CPL-P1 | Mastering concepts, structures and materials in educational technology science as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher |
| | CPL-KK3 | Solve problems based on the case study method or project-based group learning in the field of Education technology, by prioritizing digital literacy |
| | CPL-KU6 | Able to produce outcomes in the form of high performance and commitment as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher |
| | **Course Learning Outcomes (CPMK)** | |
| | CPMK-S.. | Able to demonstrate and apply a scientific and critical attitude in discussing the meaning of educational technology and learning technology. |

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| CPMK-P.. | Mastering concepts and materials covering the area of education and learning technology, the perspective of educational technology includes knowledge and resources that influence educational technology as a developer of Educational Technology and Educational/Training Analyst. |
| CPMK-KK… | Have the ability to work together with the case study method (case method) or collaborative learning in the basic concepts of educational technology to optimize the learning process. |

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| CPMK-KU.. | Have the ability to apply the basic concepts of educational technology to education in Indonesia through collaborative learning. |
| **The final ability of each learning stage (Sub-CPMK)** | |
| Sub-CPMK1 | Students are able to explain lecture maps and describe learning and education problems. |
| Sub-CPMK2 | Students can explain the history of problem solving in learning and the emergence of educational technology as problem solving. |
| Sub-CPMK3 | Students can identify the perspective of educational technology in general as well as other scientific support for educational technology. |
| Sub-CPMK4 | Students can describe problem solving models according to educational technology by explaining the characteristics that emerge as learning resources. |
| Sub-CPMK5 | Students can explain the intellectual techniques of educational technology and explain the influence of educational technology on organizational systems. |
| Sub-CPMK6 | Students can describe the approach to the area of educational technology according to Sees & Richey. |
| Sub-CPMK7 | Students can analyze sources and solve problems in educational technology. |
| Sub-CPMK8 | Students can analyze the design and development domain in the area of educational technology. |
| Sub-CPMK9 | Students can analyze the domain of utilization and management in the area of educational technology. |
| Sub-CPMK10 | Students can analyze the evaluation and research domains in the area of educational technology. |
| Sub-CPMK11 | Students can analyze educational technology methods in solving learning/educational problems in Indonesia. |
| Sub-CPMK12 | Students can understand the definition of TP in 2008 and analyze the forms of application of educational technology in Indonesia as the basis for the application of educational technology. |
| **Correlation between CPL/CPMK and Sub-CPMK** | |

| | | Sub-CPMK1 | Sub-CPMK2 | Sub-CPMK3 | Sub-CPMK4 | Sub-CPMK5 | Sub-CPMK6 | Sub-CPMK7 | Sub-CPMK8 | Sub-CPMK9 | Sub-CPMK10 | Sub-CPMK11 | Sub-CPMK12 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CPMK-S.. | | | | | | | | | | | | | |
| | CPMK-P… | | | | | | | | | | | | | |
| | CPMK-KK… | | | | | | | | | | | | | |
| | CPMK-KU… | | | | | | | | | | | | | |
| **Brief Description MK** | This course discusses the meaning of educational technology and learning technology, the area of education and learning technology, the perspective of educational technology, the sciences that support educational technology, the sources that influence | | | | | | | | | | | | | |

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| | learning technology and its application to education in Indonesia through collaborative learning. This lecture is carried out by means of blended learning. Assessment is done by question and answer, discussion, and in writing. |
| **Study Material: Material Learning** | 1. Understanding lecture maps and outlining learning and education problems.<br>2. Historical understanding of problem solving learning and the emergence of educational technology as problem solving.<br>3. Identification of educational technology perspectives in general as well as other scientific support for educational technology.<br>4. Analysis of the problem-solving model according to educational technology by explaining the characteristics that emerge as learning resources.<br>5. Analysis of intellectual techniques of educational technology and explain the influence of educational technology on organizational systems.<br>6. Understanding of the educational technology area approach according to Sees & Richey.<br>7. Source analysis and problem solving in educational technology.<br>8. Analysis of the design and development domain in the area of educational technology.<br>9. Analysis of the utilization and management domain in the area of educational technology.<br>10. Analysis of evaluation and research domains in the area of educational technology.<br>11. Identification of educational technology methods in solving learning/educational problems in Indonesia.<br>12. Understanding the definition of TP in 2008 and analyzing the forms of application of educational technology in Indonesia as a basis for applicationeducation. |
| **References** | **Main :** |

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| | 1. Januszewski, Alan and Molenda, Michael. 2008.*Educational Technology: A Definition With Commentery*. AECT<br>2. Seels, Barbara B and Richey, Rita.1994.*Instructional Technology, The Definition and Domains of the Field*. AECT<br>3. Abdullah, Ishak and Deni Darmawan. 2015.Education technology. Bandung: Rosda Karya |
| | **Supporters:** |
| | 1. Miarso, Yusufhadi. 1982.Educational Technology Philosophy Foundation.Jakarta.<br>2. Percial, Fred & Willington, Henry. 1988.Education technology. Jakarta: Erlangga. |
| **Supporting lecturer** | |
| **Requirements course** | 1. Students have taken / are currently taking the Basics of Education/Educational Science Course<br>2. Students have taken / are taking Learning Theory Courses<br>3. Students have taken / are currently taking Introductory Curriculum Courses |

| **Mg to-** | **Final ability each stage of learning (Sub-CPMK)** | **Evaluation** | | **Learning Forms, Learning methods, Student Assignment, [ Estimated time]** | | **Theory Learning [ References ]** | **Weight Evaluation (%)** |
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| | | **Indicator** | **Criteria & Form** | **Learning Offline (offline)** | **Online Learning (online)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |

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| **1.** | Students are able to explain lecture maps and describe learning and education problems. | • Explaining the concept of educational<br>• technology Explaining the concept of learning technology | **Assessment criteria:**<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and Participation, Assignment | | **Form & Method Learning:**Studying *Problem Based* Discussion / Question and answer<br><br>(TM: 1x (2x50"))<br><br>**Assignment:**<br><br>To do analysis problem study and education by macro and micro.<br><br>Question essay Individual 1 and Guided<br><br>(PT + BM: (1+1) x (2x50”)) | Learning Materials 1 | 3% |

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| **2.** | Students can explain the history of problem solving study and appearance | • Identify the difference between educational technology vs technology learning | **Assessment criteria:**<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69) | | **Form & Method Learning:**Studying *Problem Based* Discussion / Question and answer | Learning Material 2 | 3% |
| | educational technology as problem solving | historical problem solving learning and the emergence of educational technology as problem solving | B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and Participation, Assignment | | (TM: 1x (2x50"))<br><br>**Assignment:**<br><br>Generate historical reports problem solving learning and the emergence of educational technology as a solution problem<br><br>(PT + BM: (1+1) x (2x50”)) | | |

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| **3.** | Students can identify the technology perspective education general | • Describing TP from theoretical constructs, arable fields and professions.<br>• Describing developments theory 13 historical perspective 13 Technology Education | **Assessment criteria:**<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39) | | **Form & Method Learning:**Studying *Problem Based* Discussion / Question and answer<br><br>(TM: 1x (2x50"))<br><br>**Assignment:** | Learning Material 3 | 3% |
| | | | D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Appraisal Form**:<br><br>Active discussion and Participation, Assignment | | Technology perspective deepening report education<br><br>(PT + BM: (1+1) x (2x50")) | | |

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| **4.** | Students can explain the support of other sciences for educational technology | • Describing TP from theoretical constructs, arable fields and professions.<br>• Describing developments theory 13 historical perspective 13 Technology Education | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and Participation, Assignment | | **Form & Method Learning:**Studying *Problem Based* Discussion / Question and answer<br><br>(TM: 1x (2x50"))<br><br>**Assignment:**<br><br>Analysis of the theory in the form of essay<br><br>(PT + BM: (1+1) x (2x50")) | Learning Material 3 | 3% |

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| **5.** | Students can describe problem solving models according to educational technology | • Describe the problem solving model according to Education technology<br>• Explain the characteristics of problem solving that emerges as a learning resource | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and Participation, Assignment | | **Form & Method Learning:**Studying *Problem Based* Discussion / Question and answer<br><br>(TM: 1x (2x50"))<br><br>**Assignment:**<br><br>The division of the presentation group with a total of 6 Group | Theory Learning 4 | 3% |

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| **6.** | Students can explain the characteristics of problem solving that arise as learning resources | • Describe the problem solving model according to Education technology<br>• Explain the characteristics of problem solving that emerges as a learning resource | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49) | | **Form & Method Learning:**Studying *Problem Based* Discussion / Question and answer<br><br>(TM: 1x (2x50")) | Learning Materials 4 | 5% |
| | | | C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and Participation, Assignment | | **Assignment:**<br><br>Prepare presentation group after (PTS) meeting 8 with each group making PPT and Papers | | |
| **7.** | | Mid-Semester Assessment (PTS) | | | | | 20% |

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| **8.** | Students can explain technological intellectual techniques education | • Explain technological intellectual techniques education<br>• Explain the influence of educational technology on organizational systems | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:** | **Learning Forms & Methods:**<br><br>Offline Lecture<br><br>To do Presentation of Group 1 Presentation, Discussion and analysis<br><br>**Assignment:**<br><br>None (TM: 1x (4x50")) | | Theory Learning 5 | 5% |

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| | | | Active discussion and participation, results of group work presentations | | | | |

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| **9.** | Students can describe the approach to the area of educational technology according to sees & richey | • Describe the approach to the area of educational technology according to Seels & Richey.<br>• Analyze sources and solutions to problems in educational technology | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and participation, results<br>group work presentation | **Learning Forms & Methods:**<br><br>Offline Lecture<br><br>To do<br>Presentation of Group 2 Presentation, Discussion and analysis<br><br>**Assignment:**<br><br>None (TM: 1x (4x50")) | | Learning Materials 6 | 5% |
| **10.** | Students can analyze sources and solve problems in educational technology | • Describe the approach to the area of educational technology | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79) | **Learning Forms & Methods:**<br><br>Offline Lecture | | Learning Material 7 | 5% |

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| | | • by Sees & Richey Analyzing sources and problem solving in educational technology | B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and participation, results of group work presentations | To do Presentation of Group 3 Presentation, Discussion and analysis<br><br>**Assignment:**<br><br>None (TM: 1x (4x50")) | | | |

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| **11.** | Students can analyze the design and development domain in the area of educational technology | • Analyzing the design and development domain in the technology area education<br><br>• Analyzing the utilization and management domain in the area of educational technology | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99) | **Learning Forms & Methods:**<br><br>Offline Lecture<br><br>To do Presentation of Group 4 Presentations, Discussion and analysis<br><br>**Assignment:**<br><br>None (TM: 1x (4x50")) | | Learning Material 8 | 5% |
| | | | E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and participation, results<br>group work presentation | | | | |

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| **12.** | Students can analyze the utilization and management domains in the area education technology | • Analyzing the design and development domain in the technology area education<br><br>• Analyzing the utilization and management domain in the area of educational technology | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and participation, results<br>group work presentation | **Learning Forms & Methods:**<br><br>Offline Lecture<br><br>To do Presentation of Group 5 Presentation, Discussion and analysis<br><br>**Assignment:**<br><br>None (TM: 1x (4x50")) | | Learning Material 9 | 5% |

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| **13.** | Students can analyze domain evaluation and research in the area of educational technology | • Analyze and analyze the evaluation and research domains in the technology area education<br>• Analyzing educational technology methods in solving learning/education problems | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and participation, results group work presentation | **Learning Forms & Methods:**<br><br>Offline Lecture<br><br>To do Presentation of Group 6 Presentation, Discussion and analysis<br><br>**Assignment:**<br><br>None (TM: 1x (4x50")) | | Learning Material 10 | 5% |

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| **14.** | Students analyze educational technology methods in solving learning/educational problems | • Analyze and analyze the evaluation and research domains in the Education technology area<br>• Analyzing technological methods | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59) | | **Form & Method Learning:**Studying *Problem Based* Discussion / Question and answer<br><br>(TM: 1x (2x50")) | Learning Material 11 | 5% |
| | | education in solving learning/education problems | B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:**<br><br>Active discussion and Participation, Assignment | | **Assignment:**<br><br>Making an essay related to learning/education problems in Indonesia by solving the problem through educational technology | | |

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| **15.** | Students can analyze domain evaluation and research in the technology area Education<br><br>Students can analyze educational technology methods in solving problems study / education | • Analyzing the evaluation and research domains in the Education technology area<br><br>• Analyzing educational technology methods in solving learning/education problems | **Assessment criteria**:<br>A = 86 - 100 (3.8 - 4.00)<br>A- = 80 - 85 (3.7 - 3.79)<br>B+ = 75 - 79 (3.6 - 3.69)<br>B = 70 - 74 (3.5 - 3.59)<br>B- = 65 - 69 (3.4 - 3.49)<br>C = 50 – 64 (3.00 – 3.39)<br>D = 25 – 50 (2.00 – 2.99)<br>E = < 25 (0 – 1.99)<br><br>**Assessment Form:** | | **Form & Method Learning:**Studying *Problem Based* Discussion / Question and answer<br><br>(TM: 1x (2x50"))<br><br>**Assignment:**<br><br>Analysis report related to education problems in Indonesia with methods and evaluations in the region | Learning Material 12 | 5% |
| | | | Active discussion and participation, assignments | | education technology \ | | |
| **16.** | Se Final Assessment naster (PAS) | | | | | | 20% |

**Notes:**

1. **Learning Outcomes of Graduates of Study Program (CPL-PRODI)**is the ability possessed by every graduate of the study program which is the internalization of attitudes, mastery of knowledge and skills in accordance with the level of study program obtained through the learning process.
2. **CPL charged to the course**are some of the learning outcomes of study program graduates (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **CP Course (CPMK)**is the ability that is described specifically from the CPL that is charged to the course, and is specific to the study material or learning material for the course.

4. **Sub-CP Course (Sub-CPMK)**is the ability that is described specifically from the CPMK that can be measured or observed and is the final ability that is planned at each stage of learning, and is specific to the learning material of the course.
5. **Rating indicators**ability in the process and student learning outcomes is a specific and measurable statement that identifies the ability or performance of student learning outcomes accompanied by evidence.
6. **Rating Criteria**is a benchmark that is used as a measure or benchmark for learning achievement in an assessment based on predetermined indicators. Assessment criteria are guidelines for raters so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Assessment technique:**test and non-test.
8. **Learning form:**Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning methods:**Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials**are details or descriptions of the study material that can be presented in the form of several main points and sub-topics.
11. **Rating weight**is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. **PB**=Learning Process, PT=Structured Assignments, KM=Independent Activities.

Portfolio of Student CPL Achievement Assessment & Evaluation

| Mg | CPL | CPMK (CLO) | Sub-CPMK (LLO) | Indicator | Question Form - Weight(%)* | | Weight (%) SubCPMK | Mhs Value (0-100) | ((Graduate Grade) X (Weight%)*)) | Achievement CPL at MK (%) |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | CPL-P1 | CPMK-P | Sub-CPMK 1 | 1-1 | deepening question | 3 | 3 | | | |
| 2 | CPL-KU6 | CPMK-KU | Sub-CPMK 2 | 1-2 | Report | 3 | 3 | | | |
| 3 | CPL-P1 | CPMK-P | Sub-CPMK 3 | 1-3.1 | Analysis Results | 3 | 3 | | | |
| 4 | CPL-P1 | CPMK-P | Sub-CPMK 3 | 1-3.2 | Problem Analysis | 3 | 3 | | | |
| 5 | CPL-P1 | CPMK-P | Sub-CPMK 4 | 1-1.1 | Quiz | 3 | 3 | | | |
| 6 | CPL-KK3 | CPMK-KK | Sub-CPMK 4 | 1-4.2 | Quiz | 5 | 5 | | | |
| 7 | **Mid-Semester Evaluation (ETS)** | | | | | **20** | **20** | | | |
| 8 | CPL-KK3 | CPMK-KK | Sub-CPMK 5 | 1-5 | Work Group | 15 | | | | |
| 9 | CPL-KK3 | CPMK-KK | Sub-CPMK 6 | 1-6 | | | | | | |

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| 10 | CPL-KU6 | CPMK-KU | Sub-CPMK 7 | 1-7 | + Presentation group presentation (6) | + 15 | 30 | | | |
| 11 | CPL-KK3 | CPMK-KK | Sub-CPMK 8 | 1-8 | | | | | | |
| 12 | CPL-KU6 | CPMK-KU | Sub-CPMK 9 | 1-9 | | | | | | |
| 13 | All CPL type | All type CPMK | Sub-CPMK 10 | 1-10 | | | | | | |
| 14 | | | Sub-CPMK 11 | 1-11 | essay | 5 | 5 | | | |
| 15 | | | Sub-CPMK 12 | 1-12 | Analysis Report | 5 | 5 | | | |
| 16 | **End of Semester Evaluation (EAS)** | | | | | **20** | **20** | | | |
| **Total weight (%)** | | | | | | 100 | 100 | | | |
| **Student's final grade (**(Score) X (Weight%)) | | | | | | | | | | |

**Notes**: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes