SEMESTER LEARNING PLAN

	STATE UNIVERSITY OF SURABAYA FACULTY OF EDUCATION DEPARTMENT OF CURRICULUM AND EDUCATIONAL TECHNOLOGY EDUCATIONAL TECHNOLOGY S1 STUDY PROGRAM					Document Code
	SEMESTER LEARNING PLAN					
COURSES (MK)	**CODE**		**MK Cluster**	**Weight (sks)**	**SEMESTER**	**Compilation Date**
Printed Media Development			Learning Resource	T=1 P=1	3	15 April 2022
AUTHORIZATION	**RPS Developer**		**RMK Coordinator**		**Head of Study Program**	
					Dr. Andi Kristanto, S.Pd. M.Pd.	

Learning Outcomes (CP)	**CPL-Study Program charged to MK**					
	CPL-S8	Able to demonstrate a scientific, critical and innovative attitude in learning scientific education technology in a professional and responsible manner				
	CPL-P2	Applying Educational Technology knowledge 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 Outcome (CPMK)					
	CPMK-S..	Capable of holding positions of responsibility and working together in Planning and Producing Printing Materials according to a particular development model as developers of Educational Technology and Education/Training Analyst				
	CPMK-P..	Capable of mastering the Basic Orientation of Learning Materials and Identifying the Learning Media Development model for producing learning resources as an Educational Technology Developer and Education/Training Analyst				

	CPMK-KK…	Capable of mastering the Basic Concepts of the Media Development model of learning through collaborative learning and mastering the concepts and principles of resource development learning in both print and digital form as development educational technology and education/training analyst
	CPMK-KU..	Capable of mastering the process of materials/content in current setting of teaching materials and identifying the stages of resource development procedure especially in print media and digital as Technology Developers for Education and Education/Training Analyst

Final Ability of each Learning Stage (Sub-CPMK)

Sub-CPMK1	Students are able to detail the self-reliant learning context in the Educational Technology setting
Sub-CPMK2	Students are able to formulate a Self-Study understanding and outline the learning strategy that triggers Self-Study
Sub-CPMK3	Students are able to characterize Learner on the Self-Study Learning Strategy
Sub-CPMK4	Students were able to analyze the contribution of research theory learning to Self-Study
Sub-CPMK5	Students were able to analyze the utilization from the result of research Theory Learning on Self-Study
Sub-CPMK6	Students are able to Describe the Learning Characteristics using Modules
Sub-CPMK7	Students are able to Develop Learning Resource as a media form for Self-Study
Sub-CPMK8	Students are able to Identify elements necessary for Module Development
Sub-CPMK9	Students are able to Develop Motivating elements in Self-Study
Sub-CPMK10	Students are able to Analyze the Differences in Independent and Non-Independent Learning Materials
Sub-CPMK11	Students were able to Outline the Self-Study Content Analysis Procedure
Sub-CPMK12	Students are able to Associate the Concept of Self-Study Assessment
Sub-CPMK13	Students are able to Describe Message Design components on Self-Study Learning Materials
Sub-CPMK14	Students are able to Evaluate the process for Developing the Independent Teaching materials

Corelation between CPL/CPMK head to 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	Sub-CPMK13	Sub-CPMK14	

	CPMK-S..															
	CPMK-P…															
	CPMK-KK…															
	CPMK-KU…															
Short Description Courses	This Courses talked about Developing Printing Materials based on the Media Development model of learning Through Collaborative Learning. A courses designed to help students developing the ability to develop the teaching materials especially in print media or digital form. This courses will provide knowledge and skill in the various materials related to it.
Review Materials: Learning Materials	1. Understanding the Self-Study Learning Contexts 2. Identify the Domain of Educational Technology according to AECT 3. Self-Study Contexts Analysis in an Educational Technology perspective 4. Identify the background for Self/Individual Study Learning Emerged 5. Understanding of Definition and Concept of Self-Study Learning 6. Understanding of Definition and Concept of Classified Learning 7. Analysis the Difference between Self-Study Learning and Classified Learning 8. Learner characteristic anaysis on Self-Study Learning 9. Understanding the Concept of the Learning Strategy on Self-Study Learning 10. The Linkage Analysis between the Learner characteristics and the Learning Strategy in Self-Study 11. Psychological Research Identification underlying the Concept of Self-Study LLearning 12. Psychological Research contribution analysis of the Learning Theory on Self-Study 13. Implementation Analysis of Psychological Research based on the Concept of Self-Study 14. Identifying Characteristic Module Learning 15. Identification pattern and Development Procedures for Self-Study Learning Materials (Liniar) 16. Identification pattern and Development Procedures for Self-Study Learning Materials (Branching) 17. Identify various media forms that can be used in Self-Study Learning 18. Identify the Components or Elements necessary in the Development of the Module 19. Identify understanding Concepts and Motivational Meaning in Self-Study Learning 20. Analyze how to Develop the Motivating Elements in Self-Study Learning 21. Analyze how to Formulate a Motivational Form in Self-Study 22. Understanding the Characteristic of Textbook

	23. Understanding the Characteristic of the Self-Study Learning materials 24. Analyze the Difference as comparisons between the Textbook and the Self-Study Learning materials 25. Identification of a Textbook design form that can provide an active environment in learning 26. Identify the Types of Content Analysis for the Self-Study Material 27. Analyze the composing the procedure of the Content Analysis for the materials to Self-Study creatively 28. Identify Types of Self-Study assessment techniques 29. Innovative Self-Study measuring tools evaluation procedure analysis 30. The message design component analysis on the Self-Study materials 31. Process Evaluation Analysis in the Development of the Self-Study Learning materials
Reference	**Main Reference :** 1. **Mustaji.** 2013. *Instructional Media*. Surabaya: Unipress Unesa Publishing 2. **Dewi, Utari, dkk.** 2020. *Handout Printed Media Development*. Surabaya: Teknologi Pendidikan FIP Unesa Published 3. **Kristanto, Andi.** 2020. Instructional Media cetakan ke 3. Surabaya: Bintang Surabaya Publishing 4. **Andi Prastowo.** 2014. *Creative Guidance makes Innovative Teaching Materials*. Yogyakarta: Diva Press Publishing 5. **Newby, Timothy J., Donald A. Stepich, James D. Lehman, James D. Russell, Anne Ottenbreit-Leftwich.** 2009. *Educational Technology for teaching and Learning*. Ed **Support Reference :** 1. **B.R. Hergenhahn dan Matthew H. Olson**, 2008, Theories of Learning, Jakarta: PT Kencana 2. **Sharon E. Smaldino dkk.**, 2011, Instructional Technology & Media for Learning, Jakarta: Pranadamedia Grup 3. **Bishop, M. J. 2014**. Reconceptualizing instructional message design: Toward the development of a new guiding framework. In Design in educational technology (pp 4. **Miller, C. H., Massey, Z. B., & Ma, H**. 2020. Psychological reactance and persuasive message design. The Handbook of Applied Communication Research , 457-483
Lecturer	
Subject Courses Condition	1. The Students have passed the Learning Theory Courses 2. The Students have passed the Introduction to Instructional Media Courses 3. The Students have passed the Message Design Courses

Week To-	The final ability of each learning stage (Sub-CPMK)	Evaluation		Learning Forms, Learning methods, Student Assignment, [Estimated time]		Learning materials [References]	Rating Weight (%)
		Indicator	Criteria & Form	Offline Learning	Online Learning		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1.	Students are able to detail the self-reliant learning context in the Educational Technology setting	• Explain the Concept of Self-Study Learning in General
		
		• Analyzing the Relationship of Self-Study Context to the Domain Perspective of Educational Technology according to the AECT
			Evaluation Criteria:
			
			A = 86 - 100
			    (3,8 - 4,00)
			A- = 80 - 85
			    (3,7 - 3,79)
			B+ = 75 - 79
			    (3,6 - 3,69)
			B = 70 - 74
			    (3,5 - 3,59)
			B- = 65 - 69
			    (3,4 - 3,49)
			C = 50 – 64
			    (3,00 – 3,39)
			D = 25 – 50
			    (2,00 – 2,99)
			E = < 25
			    (0 – 1,99)
			
			Evaluation Form:
			
			Observation and Participation
					Learning Form & Methods:
					
					Lecture on Responsion
					
					Big Grup Discussion / Q&A
					
					(TM: 1x (2x50"))
						Learning Materials 1 To Learning Materials 3	**2%**

| 2. | Students are able to formulate a Self-Study understanding and outline the learning strategy that triggers Self-Study | • Describing the Setting for Self-Study Learning from Accurate and renewable information sources

• Identifying the Difference in Self-Study and Classified Learning carefully and objectively | **Evaluation Criteria**:

A = 86 - 100
    (3,8 - 4,00)
A- = 80 - 85
    (3,7 - 3,79)
B+ = 75 - 79
    (3,6 - 3,69)
B = 70 - 74
    (3,5 - 3,59)
B- = 65 - 69
    (3,4 - 3,49)
C = 50 – 64
    (3,00 – 3,39)
D = 25 – 50
    (2,00 – 2,99)
E = < 25
    (0 – 1,99)

Evaluation Form:

Observation and Participation | | **Learning Form & Methods:**

Lecture on Responsion

Big Grup Discussion / Q&A

(TM: 1x (2x50")) | Learning Materials 4
to
Learning Materials 7 | **2%** |
| 3. | Students are able to characterize Learner on the Self-Study Learning Strategy | • Identifying Students characteristic in the Process of Self-Study Learning | **Evaluation Criteria**:

A = 86 - 100
    (3,8 - 4,00) | **Learning Form & Methods:**

Lecture on Responsion | | Learning Materials 8
To
Learning Materials 10 | |

		• Developing Learning Strategies based on the characteristic of the Learner in Self-Study Learning	A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Observation and Participation Result of the Quiz accumulated point	Big Grup Discussion / Q&A Playing Quiz (Use a Kahoot Aplication) **(TM: 1x (2x50"))**			**9%**
4.	Students were able to analyze the contribution of research theory learning to Self-Study	• Identifying the Psychological research process and procedures associated with Self-Study Learning	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69)		**Learning Form & Methods:** Lecture on Responsion Big Grup Discussion / Q&A	Learning Materials 11 s/d Learning Materials 12	

		• Analyzing recommendations of Psychological research for Self-Study Learning	B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form:** Observation and Participation	**(TM: 1x (2x50"))** **Assignment:** Divide the Group Presentation into 3 groups by Responsible Person Prepare papers and Materials Group Presentation at the 5th meeting		2%
5.	Students were able to analyze the utilization from the result of research Theory Learning on Self-Study	• Identify the implementation of psychological research for the Self-Study application • Solving the creative and innovative problem of Self-Study with the	**Evaluation Criteria:** A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49)	**Learning Form & Methods:** Lecture on Responsion Performing Group Presentation / Q&A **(TM: 1x (2x50"))**	Learning Materials 13	9%

		Principle from Pavlov, Thorndike, and Watson	C = 50 – 64
			    (3,00 – 3,39)
			D = 25 – 50
			    (2,00 – 2,99)
			E = < 25
			    (0 – 1,99)
			
			Evaluation Form:
			
			Observation dan Participation Perform Skill (Group Presentation)				

6.	Students are able to Describe the Learning Characteristics using Modules	• Modeling patterns and procedures for Developing Self-Study Learning materials through various approaches	**Evaluation Criteria**:
			
			A = 86 - 100
			    (3,8 - 4,00)
			A- = 80 - 85
			    (3,7 - 3,79)
			B+ = 75 - 79
			    (3,6 - 3,69)
			B = 70 - 74
			    (3,5 - 3,59)
			B- = 65 - 69
			    (3,4 - 3,49)
			C = 50 – 64
			    (3,00 – 3,39)
			D = 25 – 50
			    (2,00 – 2,99)
					Learning Form & Methods:
					
					Asyn-chronous Lectures
					
					Project Based Learning
					
					(TM: 1x (2x50"))
					
					Assignment:
					
					Submit report progress on the Development of Teaching
						Learning Materials 14
						To
						Learning Materials 16
							6%

		E = < 25 (0 – 1,99) **Evaluation Form**: Monitoring Progres Development of Digital Material Teaching (PjBL)		Materials and Report obstacles through personal chat via WA	
7.	**15%**	**Middle-Semester Evaluation** **Esay ETS**			**15%**

8.	Students are able to Develop Learning Resource as a media form for Self-Study	• Identifying various media for the Implementation of Self-Study Learning	**Evaluation Criteria**:
			
			A = 86 - 100
			   (3,8 - 4,00)
			A- = 80 - 85
			   (3,7 - 3,79)
			B+ = 75 - 79
			   (3,6 - 3,69)
			B = 70 - 74
			   (3,5 - 3,59)
			B- = 65 - 69
			   (3,4 - 3,49)
			C = 50 – 64
			   (3,00 – 3,39)
			D = 25 – 50
			   (2,00 – 2,99)
					Learning Form & Methods:
					
					Asyn-chronous Lectures
					
					Self-Directed Learning Project Based Learning
					
					(TM: 1x (2x50")) Learning Materials 17
						6%

			E = < 25 (0 – 1,99) **Evaluation Form**: Monitoring Progres Development of Digital Material Teaching (PjBL)		**Assignment:** Submit report progress on the Development of Teaching Materials and Report obstacles through personal chat via WA		

9.	Students are able to Identify elements necessary for Module Development	• Compiles the Elements necessary to Develop the Learning Module	**Evaluation Criteria**:
			
			A = 86 - 100
			   (3,8 - 4,00)
			A- = 80 - 85
			   (3,7 - 3,79)
			B+ = 75 - 79
			   (3,6 - 3,69)
			B = 70 - 74
			   (3,5 - 3,59)
			B- = 65 - 69
			   (3,4 - 3,49)
			C = 50 – 64
			   (3,00 – 3,39)
			D = 25 – 50
			   (2,00 – 2,99)
			E = < 25
			   (0 – 1,99)
					Learning Form & Methods:
					
					Asyn-chronous Lectures
					
					Project Based Learning
					
					(TM: 1x (2x50"))
					
					Assignment:
					
					Submit report progress on the Development of Teaching Materials and Report obstacles
						Learning Materials 18	**6%**

| | | | Evaluation Form: Monitoring Progres Development of Digital Material Teaching (PjBL) | | through personal chat via WA | | |

| 10. | Students are able to Develop Motivating elements in Self-Study | • Identifying the motivating elements in Self-Study Learning

• Formulating the Giving Form of Motivation in Self-Study Learning | **Evaluation Criteria**:

A = 86 - 100
    (3,8 - 4,00)
A- = 80 - 85
    (3,7 - 3,79)
B+ = 75 - 79
    (3,6 - 3,69)
B = 70 - 74
    (3,5 - 3,59)
B- = 65 - 69
    (3,4 - 3,49)
C = 50 – 64
    (3,00 – 3,39)
D = 25 – 50
    (2,00 – 2,99)
E = < 25
    (0 – 1,99) | | **Learning Form & Methods:**

Lecture on Responsion

Big Grup Discussion / Q&A

(TM: 1x (2x50")) | Learning Materials 19 To Learning Materials 21 | **2%** |

			Evaluation Form: Observation and Participation				

11.	Students are able to Analyze the Differences in Independent and Non-Independent Learning Materials	• Identifying the Characteristic of the Self-Study and Non Self-Study Learning Materials
		
		• Comparing with the objectively characteristic of the Self-Study and Non Self-Study Learning materials
			Evaluation Criteria:
			
			A = 86 - 100
			   (3,8 - 4,00)
			A- = 80 - 85
			   (3,7 - 3,79)
			B+ = 75 - 79
			   (3,6 - 3,69)
			B = 70 - 74
			   (3,5 - 3,59)
			B- = 65 - 69
			   (3,4 - 3,49)
			C = 50 – 64
			   (3,00 – 3,39)
			D = 25 – 50
			   (2,00 – 2,99)
			E = < 25
			   (0 – 1,99)
			
			Evaluation Form:
			
			Observation and Participation
					Learning Form & Methods:
					
					Lecture on Responsion
					
					Big Grup Discussion / Q&A
					
					(TM: 1x (2x50"))
						Learning Materials 22
						To
						Learning Materials 25
							2%

| 12. | Students were able to Outline the Self-Study Content Analysis Procedure | • Identifying Types of Content Analysis for the Self-Study Learning materials • Manage Content Analysis for creative Self-Study Learning materials | **Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Monitoring Progres Development of Digital Material Teaching (PjBL) | | **Learning Form & Methods:** Asyn-chronous Lectures Self-Directed Learning Project Based Learning **(TM: 1x (2x50''))** **Assignment:** Submit report progress on the Development of Teaching Materials and Report obstacles through personal chat via WA | Learning Materials 26 To Learning Materials 27 | **6%** |
| 13. | Students are able to Associate the Concept of Self-Study Assessment | | **Evaluation Criteria**: | | **Learning Form & Methods:** | | |

		• Identify some Self-Study Learning materials techniques
		
		• Manage Evaluation Tools for Self-Study Learning materials with Innovatively
			A = 86 - 100
			  (3,8 - 4,00)
			A- = 80 - 85
			  (3,7 - 3,79)
			B+ = 75 - 79
			  (3,6 - 3,69)
			B = 70 - 74
			  (3,5 - 3,59)
			B- = 65 - 69
			  (3,4 - 3,49)
			C = 50 – 64
			  (3,00 – 3,39)
			D = 25 – 50
			  (2,00 – 2,99)
			E = < 25
			  (0 – 1,99)
			
			Evaluation Form:
			
			Monitoring Progres Development of Digital Material Teaching (PjBL)
					Asyn-chronous Lectures
					
					Self-Directed Learning Project Based Learning
					
					(TM: 1x (2x50''))
					
					Assignment:
					
					Submit report progress on the Development of Teaching Materials and Report obstacles through personal chat via WA
						Learning Materials 28
						To
						Learning Materials 29
							6%

14.	Students are able to Describe Message Design components on Self-Study Learning Materials	• Identifying Message Design components in Self-Study Learning Materials	**Evaluation Criteria**:
			
			A = 86 - 100
			  (3,8 - 4,00)
			A- = 80 - 85
			  (3,7 - 3,79)
					Learning Form & Methods:
					
					Asyn-chronous Lectures
						Learning Materials 30	

		• Analyzing Message Design components on Self-Study materials	B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59) B- = 65 - 69 (3,4 - 3,49) C = 50 – 64 (3,00 – 3,39) D = 25 – 50 (2,00 – 2,99) E = < 25 (0 – 1,99) **Evaluation Form**: Monitoring Progres Development of Digital Material Teaching (PjBL)		Self-Directed Learning Project Based Learning **(TM: 1x (2x50"))** **Assignment:** Submit report progress on the Development of Teaching Materials and Report obstacles through personal chat via WA		**6%**
15.	Students are able to Evaluate the process for Developing the Independent Teaching materials	• Analyzing the Self-Study material products that have been developed	**Evaluation Criteria**: A = 86 - 100 (3,8 - 4,00) A- = 80 - 85 (3,7 - 3,79) B+ = 75 - 79 (3,6 - 3,69) B = 70 - 74 (3,5 - 3,59)	**Learning Form & Methods:** Lecture on Responsion Big Grup Discussion / Q&A **(TM: 1x (2x50"))**		Learning Materials 31	**6%**

		B- = 65 - 69
		    (3,4 - 3,49)
		C = 50 – 64
		    (3,00 – 3,39)
		D = 25 – 50
		    (2,00 – 2,99)
		E = < 25
		    (0 – 1,99)
		
		Evaluation Form:
		
		Observation and Participation
		
		Report obstacles during the Development Process
		
		Critical Thinking to evaluating our own/classmate Teaching Materials
		
		Submiting of the Digital Teaching Materials				

16.	**15%**	**Pass Semester Evaluation** **Essay EAS**				**15%**

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 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

Week To-	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Assignment Form - Weight (%)*)	Weight (%) Sub-CPMK	Mhs Score (0-100)	Πd((Mhs Score) X (Weight%)*)	Achievement of CPL at the Courses (%)
1	CPL-P2	CPMK-P	Sub-CPMK 1	I-1.1 I-1.2	Participation	2	2			
2	CPL-P2	CPMK-P	Sub-CPMK 2	I-2.1 I-2.2	Participation	2	2			
3	CPL-P2	CPMK-P	Sub-CPMK 3	I-3.1 I-3.2	Participation Kahoot Quiz	2 7	9			
4			Sub-CPMK 4	I-4.1 I-4.2	Participation	2	2			
5	CPL-KK3	CPMK-KK	Sub-CPMK 5	I-5.1 I-5.2	Perform Skill Presentation + Performing Group Presentation	5 4	9			
6			Sub-CPMK 6	I-6.1	Monitoring Progres PjBL	6	6			
7	**Middle-Semester Test (ETS)**								
8			Sub-CPMK 7	I-7.1	Monitoring	6	6			

No	CPL	CPMK	Sub-CPMK	Indikator	Bentuk Penilaian					
	CPL-KU6	CPMK-KU			Progres PjBL					
9			Sub-CPMK 8	I-8.1	Monitoring Progres PjBL	6	6			
10	CPL-S8	CPMK-S	Sub-CPMK 9	I-9.1 I-9.2	Participation	2	2			
11	CPL-P2	CPMK-P	Sub-CPMK 10	I-10.1 I-10.2	Participation	2	2			
12	CPL-KK3	CPMK-KK	Sub-CPMK11	I-11.1 I-11.2	Monitoring Progres PjBL	6	6			
13	CPL-P2	CPMK-P	Sub-CPMK 12	I-12.1 I-12.2	Monitoring Progres PjBL	6	6			
14	CPL-KK3	CPMK-KK	Sub-CPMK 13	I-13.1 I-13.2	Monitoring Progres PjBL	6	6			
15	CPL-S8	CPMK-S	Sub-CPMK 14	I-14.1	Participation Critical-Active Digital Teaching Material Product	12 3	6			
16	**Pass Semester Evaluation (EAS)**									
	Weight Total (%)						100			

Student Final Score ($\ÿ$(Mhs Score) X (Weight%))		

Catatan: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes