



2024

DOKUMEN KURIKULUM BERBASIS OBE

(OUTCOME BASED EDUCATION)

**PROGRAM STUDI PENDIDIKAN EKONOMI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UNIVERSITAS KUNINGAN



LIST OF CONTENTS

A. STUDY PROGRAM IDENTITY	ii
B. CURRICULUM EVALUATION AND TRACER STUDY	3
C. BASIS OF CURRICULUM DESIGN AND DEVELOPMENT	11
D. FORMULATION OF VISION, MISSION, OBJECTIVES, STRATEGIES, AND UNIVERSITY VALUES	13
E. FORMULATION OF GRADUATES' LEARNING ACHIEVEMENTS	17
F. DETERMINATION OF STUDY MATERIALS	21
G. FORMATION OF COURSES (MK) AND DETERMINATION OF CREDITS WEIGHT	34
H. MATRIX , CURRICULUM MAP AND CURRICULUM DELIVERY PERIOD	34
I. LEARNING MODALITIES IN LEARNING PROCESS DESIGN / RPS	38
J. IMPLEMENTATION PLAN FOR MAXIMUM LEARNING RIGHTS OF 3 SEMESTERS OUTSIDE OF STUDY PROGRAM	38
K. CURRICULUM MANAGEMENT AND IMPLEMENTATION MECHANISM	38
L. ACCEPTANCE PROCEDURES STUDENT ON VARIOUS STAGES CURRICULUM	38

A. STUDY PROGRAM IDENTITY

1	Study program	: Economic Education
2	Faculty	: Teaching and Education Science
3	College	: University of Kuningan
4	Establishment Decree Number	: 128/DIKTI/Decree/1994
5	Date of Establishment Decree	: May 18, 1994
6	Official Signing the Establishment Decree	: Minister of Education of the Republic of Indonesia
7	Start of Implementation	: 1994
8	Operational Permit Decree Number	: 5476/D/T/K-IV/2011
9	Operational Permit Decree Date	: February 9, 2011
10	Last Accreditation Rating (Value)	: B
11	BAN-PT Decree Number	: 2301/SK/BAN-PT/Ak-PPJ/S/IV/2020
12	Expiration Date	: April 7, 2025
13	Address	: Campus Kuningan University , Jl Cut Nyak Dhien No 36 A , Kelurahan Cijoho District . Kuningan Regency
14	Study Program Telephone No.	: -
15	Website	: pe.uniku.ac.id
16	E-mail	: pe@uniku.ac.id

B. CURRICULUM EVALUATION AND *TRACER STUDY*

The curriculum development mechanism involves both internal and external stakeholders. The internal stakeholders in question consist of lecturers, education personnel, students and alumni while the external stakeholders in question are graduate users, society, industry, business world, government, experts and relevant stakeholders. This mechanism is in line with the policy at Kuningan University with a curriculum review process at least by the university's internal evaluator team, experts in the field of study program science, study program science associations and the world of work. Curriculum evaluation is reviewed at least once a year and curriculum updates are carried out every 4 years involving stakeholders.

Curriculum evaluation in the Study Program is carried out using the following mechanisms:

- a. Inviting stakeholders, the business world, the industrial world, the world of work and alumni, namely from the Principal of SMAN 1 Kadugede, the Chairperson of the Economics MGMP, the Chairperson of the Social Sciences MGMP, Alumni, Students and the Expert Team from UNS. The meeting was held twice, namely on August 12 and 13, 2024. The meeting resulted in:
 - 1) The Study Program Curriculum Evaluation and Preparation Team which comes from stakeholders , where this team is tasked for 4 years to review and re-evaluate the implementation of the curriculum in the S1 (Strata 1) Economics education study program. The Curriculum Evaluation Process is shown in the Picture/Photo below:

Figure 1. Internal Curriculum Evaluation Activities



Figure 2. Expert Explanation Activity in Curriculum Evaluation



2) Input from external parties and alumni who attended were:

Table 1. Input from external parties

No	Stakeholders/business world/industrial world/work world/alumni	Input	Follow-up
1.	Arif Supriatna, M.Pd. (Head of MGMP IPS)	Further improvement is needed regarding the pedagogical competence of prospective teacher students, so that they can be more confident and self-assured during the implementation of PLP 2 in schools.	Microteaching learning activities are further optimized in order to prepare students for practice at school, to learn teaching skills as provisions for students in PLP at school.
2.	Saripudin, M.Pd. (Head of MGMP MA)	Overall, graduates from the undergraduate economics education study program already have good competencies, so many are absorbed as teachers in schools in Kuningan district. There is a need to improve and develop soft skills so that	Carrying out activities to support soft skills and applied content in learning, guiding and developing the character of teaching students by building a positive academic atmosphere/academic

No	Stakeholders/business world/industrial world/work world/alumni	Input	Follow-up
		learning activities do not focus on theory but are more applicative.	culture.
3.	Kamus Hidayat , M.Pd. (Vice Principal of Curriculum of SMAN 1 Kadugede)	In learning activities, the use of technology should be further increased to adapt to current needs, where all activities already make extensive use of technology, so that learning content must be directed towards technology.	Building TPACK content, pedagogy by integrating technology. Following up on the implementation of technology integration in micro learning
4.	Ammar Chania, M.Pd.	The profile of prospective teachers must be competent with Learning Technology	Conducting training that supports the learning process in the study program environment or requiring students to be able to participate in training activities related to learning technology.
5.	Dr. Rani Tania Pratiwi, M.Pd.	Prospective teacher students adapt to the Pancasila profile at school	Following up on understanding activities to be applied in learning activities at school by frequently conducting observations of educational courses at school.

Figure 3. External Curriculum Evaluation Activities



Input from external parties and alumni who attended was a critical step in ensuring that the existing curriculum can meet the needs of students and the demands of educational development. By involving various stakeholders, we hope to identify the strengths and weaknesses of the curriculum that has been implemented. In the evaluation process, aspects such as the relevance of learning materials, teaching methods, assessments, and impacts on graduates are comprehensively evaluated. Input and suggestions from internal and external parties are then used to formulate improvements and developments in the curriculum.

b. Evaluation of the results of the user graduate assessment

Graduate tracking evaluation is carried out by delivering a questionnaire to graduate users, so that the following recapitulation of results is obtained:

Table 2. Level of user satisfaction of graduates and RTL UPPS/PS

No	Ability Types	User Satisfaction Rate (%)				Follow-up Plan
		Very good	Good	Enough	Not enough	
1	Ethics	85%	15%	-	-	Instilling academic ethical values
2	Expertise in the field of science (core competency)	89%	11%	-	-	Competency Training
3	Foreign language skills	75%	20%	5%	-	Training English
4	Use of information technology	89%	11%	-	-	Providing training MOS
5	Communication skills	92%	8%	-	-	Holding a Discussion Forum
6	Teamwork	87%	13%	-	-	Instilling collaboration /character values.
7	Self-development	91%	9%	-	-	Extra activities
Amount		608.00%	87.00%	5.00%		

The graduate user satisfaction survey is a survey conducted by educational institutions for users of graduates of the institution (alumni from the institution work for users). This survey aims to measure the quality of graduates from the perspective of graduate users, namely whether the quality of graduates produced by the relevant educational institution is in accordance with what is needed by the user. The high level of satisfaction given by graduate users is one indicator of the success of the educational process in the educational institution.

From the questionnaire results, it was found that overall based on the seven types of abilities that have been possessed by graduates of the S1 Economics study program, the number in the very high category was 608%, 87 were in the good category and the remaining 5% were in the sufficient category. This shows that graduate users have a very good level of satisfaction with S1 Economics graduates.

c. Professional Associations and Study Program Consortiums

In addition to referring to the National Higher Education Standards (SN-Dikti), in preparing the PL and CPL, the S1 Economic Education Study Program refers to the Indonesian Economic Educators Professional Alliance (ASPROPENDO). The following are the activities of the Launching of Graduate Profiles and COPL of the Economic Education Study Program.

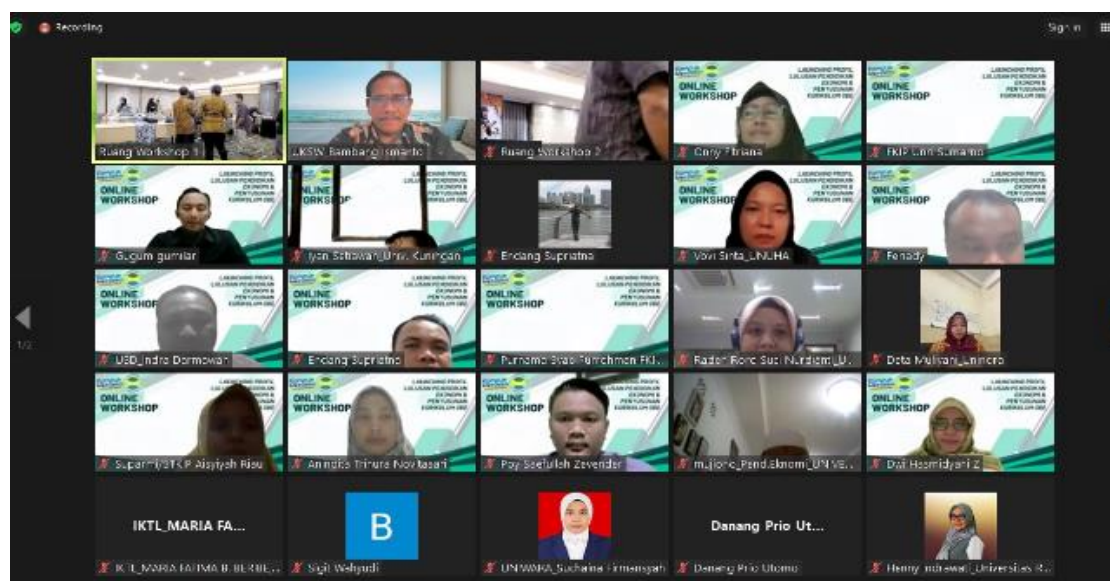
Figure 4. Launching Activities of LO/CPL for Economic Education Study Program



Figure 5. Offline Activities LO/ CPL Economic Education Study Program



Figure 6. Offline Activities LO/CPL Economic Education Study Program



From the meeting that has been held, the Indonesian Economics Educators Professional Alliance issued a decision Number: 001/SK PP/V/2024 concerning Graduate Profiles and Graduate Learning Achievements (CPL) for Bachelor, Master and Doctoral Levels in Economics Education. The Meeting Results Determine: Graduate Profiles and Graduate Learning Achievements (CPL) for Bachelor, Master and Doctoral Levels in Economics Education.

- First** : The profile of graduates of the undergraduate, masters and doctoral study programs in Economic Education as attached to this decree is a guideline for the undergraduate, masters and doctoral study programs in Economic Education in compiling graduate profiles.
- Second** : The Graduate Learning Outcomes (CPL) of the undergraduate, masters and doctoral study programs in Economic Education as attached to this decree become the guidelines for the undergraduate, masters and doctoral study programs in Economic Education in compiling the Graduate Learning Outcomes (CPL).
- Third** : Graduate Profiles and Graduate Learning Outcomes (CPL) for Bachelor, Master and Doctoral levels of Economic Education will be reviewed and changed in accordance with applicable regulations and policies and stakeholder needs.
- Fourth** : Decree of the Indonesian Economics Educators Professional Alliance Number: 035/Sk/PP/IX/2023 Concerning Graduate Profiles and Learning Achievements

of Graduates of Bachelor's, Master's and Doctoral Levels of Economics Education is revoked and is no longer valid after the issuance of this Decree.

d. Involvement of Lecturers, Education Personnel, and Students

In preparing the curriculum, the curriculum drafting team involved all study program lecturers, several educational staff representatives, and students to gather input. The curriculum drafting meeting involving lecturers, educational staff, and students was held 3 times, namely on July 12, 19, and 24, 2024. The input from lecturers, educational staff, and students can be seen in **table 3** below:

Table 3. Input from internal parties

No	Lecturer/Education staff/Students	Input	Follow-up
1.	Sri Mulyati, M.Pd. (Lecturer)	The need for umbrella research and devotion.	Research grants and independent research will be required jointly by the Team.
2.	Amila Ulfah Fauziah, S.Pd. (Education staff)	Collection of questions and test scores is even more precise	The study program intensively informs and disseminates the schedule.
3.	Siska Aulia Hikmah (Student)	Information about the independent campus program is often provided by study programs	MBKM program socialization is more often carried out by study programs
4.	Ira Irawan (Student)	The student program is still hampered by problems, namely the lack of active members.	Carrying out programmed student activities related to the field of economic education study together

With this curriculum evaluation, the Economics Study Program is committed to continuously improving the quality of education and producing quality graduates who are ready to compete in the world of work. Continuous evaluation is one of the efforts to maintain the relevance and quality of the curriculum in accordance with the development of education and the needs of society. In addition, lecturers from the Economics Study Program and students are also involved in this evaluation process. External parties also have an important role in this curriculum evaluation. Alumni, graduate users, and other stakeholders also provide input and views related to the effectiveness of the curriculum that has been

implemented. Participation from various parties is expected to provide a comprehensive perspective in assessing the success and expansion of the curriculum.

C. BASIS OF CURRICULUM DESIGN AND DEVELOPMENT

1. Philosophical Basis

Providing philosophical guidelines at the design, implementation, and improvement stages of education quality, how knowledge is studied and learned so that students understand the nature of life and have the ability to improve their quality of life both individually and in society.

2. Sociological Basis

The curriculum contains the uniqueness of the university (University Value) which is implemented through the implementation of Compulsory University Courses and Compulsory Faculty Courses. Thus, the uniqueness of the university can be easily realized in lecture activities through these courses.

3. Historical Basis

The need for a curriculum that is able to facilitate students to learn according to their era; a curriculum that is able to inherit the cultural values and golden history of past nations, and transform in the era in which they are studying; a curriculum that is able to prepare students to be able to live better in the era of change in the 21st century, have an active role in the industrial era 4.0, and be able to read the signs of the industrial revolution 5.0.

4. Legal basis

The following are the legal basis for the preparation and implementation of the curriculum:

- a. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia Year 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586);
- b. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia Year 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
- c. Presidential Regulation of the Republic of Indonesia Number 8 of 2012, concerning the Indonesian National Qualification Framework (KKNI);

- d. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013, concerning the Implementation of KKNI in the Field of Higher Education;
- e. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2014, concerning Diplomas, Competency Certificates, and Higher Education Professional Certificates;
- f. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 32 of 2016, concerning Accreditation of Study Programs and Higher Education Institutions;
- g. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning the Higher Education Quality Assurance System;
- h. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 55 of 2017 concerning Teacher Standard Education;
- i. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education Institutions;
- j. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 concerning the Higher Education Quality Assurance System;
- k. Guidebook for the preparation of Higher Education Curriculum supporting Independent Learning Independent Campus Towards Golden Indonesia by the Directorate General of Higher Education, Ministry of Education and Culture in 2024;
- l. Regulation of the University Rector Number. 2223.1 of 2023 concerning the Implementation of the Independent Learning Independent Campus Program at Kuningan University;
- m. Regulation of the Chancellor of Kuningan University Number 81 of 2023 concerning the Organizational Structure and Governance of Kuningan University;
- n. Decree of the Chancellor of Kuningan University Number 1304 of 2021 concerning the Quality Policy of Kuningan University;
- o. Decree of the Chancellor of Kuningan University Number 1305 of 2021 concerning the Quality Manual of Kuningan University;
- p. Decree of the Chancellor of Kuningan University Number 1306 of 2021 concerning the Quality Standards of Kuningan University.

D. FORMULATION OF VISION, MISSION, OBJECTIVES, STRATEGY, AND UNIVERSITY VALUES

1. Kuningan University , Faculty of Teacher Training and Education (FKIP) and Economic Education Study Program

The vision of Kuningan University is stated in the Regulation of the Chancellor of Kuningan University Number: 1408/UNIKU-KNG/PP/2021. Meanwhile, the Vision of the Economics Education Study Program is derived from the Vision of Kuningan University and the Faculty of Teacher Training and Education.

a. Vision of Kuningan University

"To become a leading university that has a high commitment to community empowerment " by 2035

b. Vision of the Faculty of Teacher Training and Education (FKIP)

"To realize a Faculty of Teacher Training and Education that is Excellent, Character-based and Competitive and has a high commitment to community empowerment in 2035 "

c. Vision of the Economic Education Study Program

"Producing Economics Education Graduates who excel in developing creative and innovative Economic Learning characterized by entrepreneurial character and high commitment in Community Empowerment in 2035"

2. The Relation between the Vision of Kuningan University, the Faculty of Teacher Training and Education, and the Economic Education Study Program

From the description of the vision above, it can be concluded that the vision of the Economic Education Study Program is in line with the vision of Kuningan University and the Faculty of Teacher Training and Education as seen from the statement **"Excellent, character, have a High Commitment, Community Empowerment"** in the vision of the Faculty of Teacher Training and Education and in the vision of the Economic Education Study Program. This statement illustrates that the efforts of the Economic Education Study Program are in line with the vision of Kuningan University which has determined to become a superior university. The faculty that has a high commitment and the Economic Education Study Program have made superior targets and commitments to community empowerment in 2035, namely by **"implementing tri dharma activities by focusing on community empowerment"**.

3. Mission of Kuningan University , Faculty of Teacher Training and Education (FKIP), and Economic Education Study Program

a. Mission of Kuningan University

- a. Organizing a quality learning process that is centered on students so as to produce graduates who are competitive and have noble personalities.
- b. Providing quality and affordable higher education services to the community.
- c. Conducting scientific research in order to develop science, technology and art that is beneficial for the welfare of humanity.
- d. Organizing research-based community service in order to empower the community.
- e. Developing a culture of student entrepreneurship in order to give birth to new entrepreneurs from among the educated young generation.
- f. Developing networks with various institutions, both government and private, in order to increase the capacity and role of institutions in national development.

b. Mission of the Faculty of Teacher Training and Education (FKIP)

- a) Providing quality and affordable higher education services to the community.
- b) Organizing a quality learning process that is centered on students so as to produce graduates who are prospective teachers who are competitive and have noble personalities.
- c) Developing an entrepreneurial culture for prospective teacher students in order to give birth to new entrepreneurs from among the educated younger generation.
- d) Conducting scientific educational research in order to develop science, technology and art that is beneficial to human welfare.
- e) Organizing community service based on educational research in the context of community empowerment.
- f) Developing networks with various institutions, both government and private, in order to increase the capacity and role of institutions in national development.

c. Mission of the Economic Education Study Program

- a. Providing quality education and teaching.
- b. Producing research-based economic education science and technology.
- c. Organizing community service to address community learning problems to improve community empowerment.

- d. Carrying out cooperation to improve the reputation and competitiveness of the Economic Education study program

4. Kuningan University, Faculty of Teacher Training and Education (FKIP), and the Economic Education Study Program

a. The Goals of Kuningan University

- b. Producing graduates who master certain branches of science, technology and art and have an entrepreneurial spirit to fulfill national interests and can increase the nation's competitiveness.
- c. Developing research-based learning potential and the development of science and technology.
- d. Producing innovative and creative research that encourages the development of science, technology and art that is beneficial to the progress of the nation and the welfare of humanity.
- e. Implementing research results as an effort to serve and assist the community to grow into an intelligent, creative and independent society through community service.
- f. Developing students' potential so that they become independent, physically and mentally healthy people with noble personalities.
- g. Preparing national cadres who have high integrity and dedication and are ready to fill leadership positions at every level of society .
- h. To become a partner of the government and business world in implementing development in all fields

b. The objectives of the Faculty of Teacher Training and Education (FKIP)

The objectives of the Faculty of Teacher Training and Education are as follows:

- a) Producing graduates of prospective teachers who master certain branches of science, technology and art and have an entrepreneurial spirit to fulfill national interests and can increase the nation's competitiveness.
- b) Developing research-based learning potential in the field of education and the development of science and technology.
- c) Producing innovative and creative research in the field of education that encourages the development of science, technology and art that is beneficial to the progress of the nation and the welfare of humanity.

- d) Implementing research results in the field of education as an effort to serve and assist the community to grow into an intelligent, creative, and independent society through community service.
- e) Developing the potential of prospective teacher students so that they become independent, physically and mentally healthy people with noble personalities.
- f) Preparing national cadres who have high integrity and dedication and are ready to fill leadership positions at every level of society.
- g) To become a partner of the government and business world in implementing development in all fields.

c. Objectives of the Economic Education Study Program

The objectives of the Economic Education Study Program are as follows:

- 1) Developing creative and innovative learning processes to support in-depth understanding of economic concepts and economic education, practical application in educational contexts, and development of thinking skills.
- 2) Producing graduates who excel in the field of economic education and entrepreneurship.
- 3) Producing research outputs that can be applied in the community in the fields of education and economics as a form of community empowerment.
- 4) Producing service outputs that can be applied in the community in the fields of education and economics as a form of community empowerment
- 5) Become a government / agency partner in developing and improving the quality of education

5. University Value

Kuningan University is a university that is oriented towards community empowerment, this is in accordance with the Vision of Kuningan University, which is in 2035 "To become a superior university that has a high commitment to community empowerment ". Kuningan University wants to become *an "education agent"* that excels in the exploration and application of knowledge, for that this formulation must of course be described in the Merdeka Belajar Kampus Merdeka (MBKM) curriculum based on OBE.

E. FORMULATION OF GRADUATES' LEARNING ACHIEVEMENTS

The formulation of Graduate Competency Standards (*SKL*) stated in Graduate Learning Outcomes (*CPL*) is a unity of attitude, skill, and knowledge competencies that show students' achievements from their learning outcomes at the end of the higher education program which is formulated with reference to the KKNI descriptors according to their level.

Based on the results of the curriculum evaluation from stakeholders, alumni, and lecturers, the study program prepares a Graduate Profile and Graduate Learning Outcomes, by fulfilling the provisions referring to the Indonesian National Qualification Framework (KKNI) and Permendikbudristek No. 53 of 2023, Undergraduate Program, at least:

- 1) mastering theoretical concepts of certain fields of knowledge and skills in general and specifically to solve problems procedurally in accordance with the scope of work; and
- 2) able to adapt to changing situations faced;

5.1 Graduate Profile (Customized with each study program)

Graduate Profile is a description of the character, attitude, knowledge, and skills expected by graduates after they complete their education in the study program. As a Graduate Profile in the Economic Education Study Program at the S1 level :

- a) **Economics Educator**
- b) **Economic Education Practitioner**
- c) **Businessman**

Based on the graduate profile, graduates of the S1 Economics Education study program have the following roles in the world of work:

Table 4. Role of Graduates and Description of Graduate Capabilities

No	Role of Graduates (PL)	Ability Description
PL1	Economics Educator	Economic educators who are devoted to God Almighty, have noble morals, behave according to the code of ethics, master the theory of economics and pedagogy, and develop knowledge, technology, and/or art in the field of economic education through research or innovative and tested work.
PL2	Economic Education Practitioner	Reviewers of economic education problems and educational economics supported by graduates' abilities to apply basic knowledge of economics and business in various practical fields such as banking and other financial institutions.
PL3	Businessman	Entrepreneurs who work alone or with others to produce goods and services

5.2 Graduate Learning *Outcomes*

Table 5. Graduate Learning *Outcomes*

Code	Component	CPL/LO	Role of Graduates (PL)		
			PL1	PL2	PL3
LO-01	Attitude	Students are able to master and apply theories, concepts and methods in their scientific fields to solve problems in national, regional and international scopes in order to produce design idea solutions that are implementable with the needs of society based on logical, critical, innovative thinking and upholding academic ethics.)*	√	√	√
LO-02	Attitude	Students have an entrepreneurial spirit to promote community welfare by paying attention to/prioritizing local potential and internalizing the spirit of independence, struggle, and entrepreneurship.)*	√	√	√
LO-03 (Faculty)	Knowledge	Students are able to compile scientific descriptions of the results of studies in their field of science in the form of a thesis, dissertation or final project report, disseminate it through nationally/internationally recognized publications by internalizing academic values, norms, and ethics.)*	√	√	
LO-04 (Faculty)		Have the ability to understand, apply, analyze, evaluate and solve problems in the field of pedagogy, as well as its application to improve the competence of educators by paying attention to the development of science and technology.		√	
LO-05 (associa tion)	Knowledge	Mastering the principles and procedures of research that can be used to solve educational problems and develop innovative work, as well as communicating the results of research and	√	√	

Code	Component	CPL/LO	Role of Graduates (PL)		
			PL1	PL2	PL3
		work at the national and international levels by internalizing academic ethics.			
LO-06	Knowledge	Mastering the theoretical concepts of economics needed to design and implement economic learning logically, critically, and innovatively by prioritizing local and national cultural values.	√	√	
LO-07	Knowledge	Mastering the concepts of planning, strategy, and assessment as well as class management effectively and in accordance with developments in science and technology so as to be able to create a safe and comfortable learning environment that is centered on students.	√	√	
LO-08	Knowledge	Able to plan and implement innovative economic learning with a <i>Technological Pedagogical and Content Knowledge</i> (TPACK) approach in accordance with the ethics of the teaching profession with full responsibility.		√	
LO-09	Knowledge	Mastering research methodology to study the implementation of economic learning and provide solutions to economic education problems appropriately and responsibly in accordance with scientific principles and ethics.			√
LO-10		Mastering theoretical concepts and managerial principles and implementing them supported by <i>soft competency</i> in the field of economic education with full responsibility and upholding local and national cultural values.			
Amount					

Explain mechanism formation eye studying based on CPL (along with derivatives at the MK level) and materials studies , and determination the weight of the credits. Determination weight material study customized with need material study through evaluation in depth in the study program and also can refers to the study program association similar . The following This is **example** group material Study Program Review :

1. Character Education Study Materials
2. Education and Learning study materials
3. Economics and Finance study materials
4. Management and entrepreneurship study materials
5. Information Technology study materials

Next, a matrix table is created between CPL, Study Materials, and Course Weights which can be seen in table 7.

The following is an example of a matrix between CPL/LO and Study Materials and Weights

Table 6. CPL Matrix, Study Materials, and Weights

No	Study Material Group	Study Materials	Weight (minutes)	Subject	SKS
1	Compulsory University Courses	1. Character building	8.100	Religion	3
		2. Character building	5,400	Pancasila	2
		3. Character building	5,400	Citizenship	2
		4. Character building	5,400	Indonesian	2
		5. Character building	5,400	English	2
		6. Management and Entrepreneurship	5,400	Entrepreneurship	2
		7. Character building	5,400	Community empowerment	2
		8. Technology Information	5,400	Literacy Technology	2
		9. Character building	5,400	Work Lecture Real	2
2	Compulsory Courses Faculty	1. Character building	8.100	Educational foundation	3

No	Study Material Group	Study Materials	Weight (minutes)	Subject	SKS
		2. Character building	8.100	Educational Psychology	3
		3. Education and Teaching	5,400	Educational administration	2
		4. Education and Teaching	8.100	Curriculum and Learning	3
		5. Education and Teaching	2,700	Introduction to the School Field (PLP) 1`	1
		6. Education and Teaching	8.100	Learning strategies	3
		7. Education and Teaching	8.100	Learning Evaluation	3
		8. Education and Teaching	8.100	Learning planning	3
		9. Character building	8.100	Educational Research Methodology	3
		10. Education and Teaching	8.100	Introduction to the School Field (PLP) 2	3
3	Compulsory Courses of Study Program	1. Economics and Finance	5,400	Basic Accounting	2
		2. Economics and Finance	8.100	Mathematics of Economics	3
		3. Economics and Finance	8.100	Development of Economic Theory	3
		4. Management and Entrepreneurship	8.100	Introduction to Management Science	3
		5. Character building	8.100	Social Studies Basics	3
		6. Management and Entrepreneurship	8.100	Advanced Accounting	3
		7. Economics and Finance	8.100	Microeconomic Theory	3
		8. Character building	5,400	Environmental Ethics	2
		9. Management and Entrepreneurship	5,400	Introduction to Business	2
		10. Management and Entrepreneurship	8.100	Office Management	3
		11. Information Technology	5,400	Information and Communication Technology (ICT) 1	2
		12. Economics and Finance	8.100	Macroeconomic Theory	3
		13. Management and Entrepreneurship	8.100	Human Resource Management	3
		14. Information Technology	8.100	Instructional Media	3

No	Study Material Group	Study Materials	Weight (minutes)	Subject	SKS
		15. Economics and Finance	5,400	Business English	2
		16. Management and Entrepreneurship	8.100	Organizational Behavior	3
		17. Management and Entrepreneurship	8.100	Documentation Management	3
		18. Economics and Finance	5,400	Introduction to Statistics	2
		19. Economics and Finance	5,400	Economic development	2
		20. Economics and Finance	5,400	Islamic Economics	2
		21. Economics and Finance	5,400	International Economics	2
		22. Management and Entrepreneurship	8.100	Cooperatives and SMEs	3
		23. Management and Entrepreneurship	8.100	Financial management	3
		24. Economics and Finance	8.100	Public Economics	3
		25. Information Technology	8.100	Digital Economy Learning	3
		26. Management and Entrepreneurship	8.100	Advanced Entrepreneurship	3
		27. Economics and Finance	8.100	Economics of Education	3
		28. Character building	8.100	Quantitative and Qualitative Data Analysis	3
		29. Information Technology	5,400	Information and Communication Technology (ICT) 2	2
		30. Economics and Finance	8.100	Monetary Economics and Banking	3
		31. Economics and Finance	5,400	Economic Education Seminar	2
		32. Management and Entrepreneurship	5,400	Educational Leadership	2
		33. Character building	2,700	Research Proposal Seminar	1
		34. Character building	2,700	Research Results Seminar	1
		35. Character building	10,800	Thesis	4
	Elective Courses of Study Program	36. Management and Entrepreneurship	8.100	Marketing Management	3
		37. Management and Entrepreneurship	8.100	Management Information System	3
		38. Management and Entrepreneurship	8.100	Educational Quality Management	3

No	Study Material Group	Study Materials	Weight (minutes)	Subject	SKS
		39. Management and Entrepreneurship	8.100	Management Accounting	3
		40. Education and Teaching	8.100	Classroom Action Research	3
		41. Education and Teaching	8.100	Qualitative Research	3
		42. Economics and Finance	8.100	Business Law	3
	Amount		338,800 minutes = 6,480 hours		144 credits

- 1 credit = 45 hours = 2700 minutes (face to face, structured assignments, and independent work)

Then, for the courses that have been determined, a suitability matrix is created between the courses and CPL/LO with the following table description:

Table 7. Example of Course Matrix with CPL/LO

No	Subject	Code	SKS	CPL/LO									
				LO-01	LO-02	LO-03	LO-04	LO-05	LO-06	LO-07	LO-08	LO-09	LO-10
Semester 1													
1	Basic Accounting	PPEKCW240503	2										√
2	Foundation of Education	FKIP0W240103	3				√						
3	Mathematics for Econometrics	PPEKCW240 3 03	3						√				
4	Development of Economic Theory	PPEKCW240103	3						√				
5	Economics Theory Development	PPEKCW240603	3										√
6	Fundamentals of Social Study	PPEKCW240403	3						√				
7	Religion	UNIV0W240103	3	√									
	Number of credits		20										
Semester 2													

No	Subject	Code	SKS	CPL/LO									
				LO-01	LO-02	LO-03	LO-04	LO-05	LO-06	LO-07	LO-08	LO-09	LO-10
1	Advanced Accounting	PPEKCW241203	3										√
2	Microeconomic Theory	PPEKCW240903	3	√									
3	Office Managements	PPEKCW2402003	3	√									
4	Educational Psychology	FKIP0W240203	3			√	√						
5	Pancasila	UNIV0W240203	2				√						
6	Introduction to Business	PPEKCW240203	2	√									
7	General English	UNIV0W240 5 03	2					√					
8	Information Technology and Communication 1	PPEKCW240803	2							√	√		
	Number of credits		20										
Semester 3													
1.	Macroeconomic Theory	PPEKCW241003	3					√	√				
2.	Curriculum and Pedagogy	FKIP0W240403	3			√	√						
3.	Human Resource Management	PPEKCW243103	3										√
4.	Sharia Economies	PPEKCW242403	2					√	√				
5.	Technological Literacy	UNIV0W240803	2	√							√		
6.	Documentation Management	PPEKCW242103	3										√
7.	Educational Administration	FKIP0W240503	2			√	√						
8.	English for Business	PPEKCW241103	2			√		√					
9.	Public Economics	PPEKCW242203	3					√	√				√
10.	Introduction of School Filedwork 1	FKIP0W241003	1			√	√						

No	Subject	Code	SKS	CPL/LO									
				LO-01	LO-02	LO-03	LO-04	LO-05	LO-06	LO-07	LO-08	LO-09	LO-10
	Number of credits		24										
Semester 4													
1.	Learning Strategy	FKIP0W240303	3			√	√						
2.	Learning Evaluation	FKIP0W240603	3			√	√						
3.	Organizational Behaviour	PPEKCW243203	3										√
4.	Introduction to Statistics	PPEKCW240703	2						√			√	
5.	Development Economics	PPEKCW242303	2										√
6.	Cooperatives and SMEs	PPEKCW241603	3						√				√
7.	Entrepreneurship	UNIV0W240603	2	√	√								
8.	Learning1 Media	PPEKCW241803	3			√	√						
9.	Information Technology and Communication 2	PPEKCW241403	2							√	√		
	Number of credits		23										
Semester 5													
1.	Digital Economic Instruction	PPEKCW241903	3						√				
2.	Instructional Planning	FKIP0W240703	3			√	√						
3.	Financial Management	PPEKCW242703	3						√				√
4.	Educational Research Methodology	FKIP0W240903	3					√				√	
5.	Civics	UNIV0W240303	2	√									
6.	Marketing Management *)	PPEKCP243303	3										√

No	Subject	Code	SKS	CPL/LO									
				LO-01	LO-02	LO-03	LO-04	LO-05	LO-06	LO-07	LO-08	LO-09	LO-10
	(Elective Course)												
7.	Educational Quality Management *) (Elective Course)	PP EKCL243003	3			√	√						
8.	Business Law *) (Elective Course)	PPEKCP242803	3										√
9.	Qualitative Research *) (Elective Course)	PPEKCP243703	3									√	
10.	Community Empowerment	UNIV0W240703	2	√									
11.	Advanced Entrepreneurship	PPEKCL241503	3		√								
12.	International Economy	PPEKCW242603	2					√					
	Number of credits		24										
Semester 6													
1.	Microteaching	FKIP0W240803	2			√	√						
2.	Qualitative and Quantitative Analysis	PPEKCW244003	3	√		√							
3.	Monetary Economics and Banking	PPEKCW242503	3						√				√
4.	Leadership Education	PP EKCL243503	2			√	√						
5.	Education Economic Seminar	PPEKCW243603	2						√				
6.	Indonesian Language	UNIV0W240403	2	√	√				√				√
7.	Community Service Program	UNIV0W240903	2	√	√								
8.	Educational Economics	PPEKCW242903	3						√	√			

No	Subject	Code	SKS	CPL/LO									
				LO-01	LO-02	LO-03	LO-04	LO-05	LO-06	LO-07	LO-08	LO-09	LO-10
9.	Environmental Ethic	PP EKCL241703	2						√				√
10.	Management Information System *) (Elective Course)	PPEKCP243403	3						√				√
11.	Accounting Management *) (Elective Course)	PPEKCP241303	3						√				√
12.	Classroom Action Research *) (Elective Course)	PPEKCP243803	3			√		√					
	Number of credits		24										
Semester 7													
1.	Introduction to School Fieldwork II	FKIP0W241103	3				√						
2.	Research Proposal Seminar	PPEKCW244103	1			√		√					
	Number of credits		4										
Semester 8													
1.	Research Result Seminar	PPEKCW244203	1			√		√					
2.	Thesis	PPEKCW244303	4			√		√					
	Number of credits		5										
Amount			144										

(put a √ mark on each CPL charged to the MK: (1) Each MK is charged with at least one item from each CPL/LO. (2) There must be no CPL/LO that is not filled in. (3) It is best for each MK to be charged with no more than 5 CPL/LO items.

TABLE 9. MATRIX , CURRICULUM MAP AND CURRICULUM DELIVERY PERIOD

SMT	Number of credits	Jlh MK/ Block	Undergraduate Study Program MK Group			
			MK Mandatory	MK Fak	MKWU	MK PIL
VIII	5	2	Research Result Seminar Thesis			
VII	4	2	Research Proposal Seminar	Introduction to School Fieldwork II		
VI	24	12	Qualitative and Quantitative Analysis, Monetary Economics and Banking, Educational Leadership Education Economic Seminar, Educational Economics, Environmental Ethics	Microteaching	Community Service Program, Indonesian Language	Management Information System, Classroom Action Research, Accounting Management.
V	24	12	Digital Economic Instruction, International Economy, Instructional Planning, Financial Management, Advanced Entrepreneurship	Instructional Planning, Educational Research Methodology,	Civics, Community Empowerment.	Marketing Management, Educational Quality Management, Business Law, Qualitative Research
IV	24	9	Organizational Behaviour, Introduction to Statistics, Cooperative and SMEs, Development Economics, Information Technology and Communication 2	Learning Strategy, Learning Evaluation	Entrepreneurship	
III	24	10	Macroeconomic Theory, Human Resource Management, Sharia Economies, Documentation Management, Educational Administration, English for Business, Public Economics	Curriculum and Pedagogy, Educational Administration, Introduction to Fieldwork I	Technological Literacy	
II	20	8	Advanced Accounting, Information Technology and Communication 1, Microeconomic Theory, Office Management	Educational Psychology	General English, Pancasila	
I	20	7	Basic Accounting, Mathematics for Econometrics, Economics Tehory Development, Introduction to Management, Fundamental of Social Study	Foundation of Education		Religion
Jlh	144	64				

Travel Period

General Duration of Undergraduate Studies. Undergraduate study levels (Bachelor's Program) generally have a study load of 144 credits. Where students can normally take undergraduate education for **8 semesters or 4 years** . This duration also applies to the Diploma Four (D4) or Applied Bachelor's program

F. LEARNING MODALITIES IN LEARNING PROCESS DESIGN / RPS

Semester Learning Plan (RPS) is prepared from the results of the learning design. Learning process planning needs to comprehensively consider learning modalities in order to have a basis, function, and purpose that will help students learn to achieve their graduate competency standards effectively. Learning modalities of student learning styles consisting of visual, auditory, kinesthetic, and other learning styles, as well as student-centered learning methods. Where student-centered learning methods are able to activate students to learn participatively and collaboratively, as well as the use of technology in learning that facilitates students to learn with a blended *learning mode*. Learning Process Planning for all courses in the Economics Education Study Program, accompanied by learning tools including: assignment plans, assessment and evaluation plans, assessment instruments in the form of rubrics and/or portfolios, teaching materials, and others as needed.

IMPLEMENTATION PLAN FOR MAXIMUM LEARNING RIGHTS OF 3 SEMESTERS OUTSIDE THE STUDY PROGRAM

MBKM implementation model

The implementation of the Independent Campus and Independent Learning models refers to the grouping of **courses offered** as follows:

1. Independent Learning **Across** Different Study Programs at the same PT

1) Advanced Entrepreneurship	3 credits	Semester 5
2) Educational Quality Management	3 credits	Semester 5
3) Leadership Education	2 credits	Semester 6
4) Environmental Ethic	2 credits	Semester 6

2. Independent Learning (Internship/humanitarian project/community empowerment)

1) School Assistance I (PLP I)	1 credit	Semester 4
2) School Assistance II (PLP II)	2 credits	Semester 7
3) Community Service Program	2 credits	Semester 6
4) Entrepreneurship	2 credits	Semester 4
5) Monetary Economics Banking	3 credits	Semester 6

3. Independent Learning (Off-Campus)/Same Study Program, Different Universities

1) Cooperatives and SMEs	3 credits	Semester 5
2) Digital Economic Instruction	3 credits	Semester 5
3) Educational Economics	3 credits	Semester 5
4) Marketing Management	3 credits	Semester 6

Table. 8 Learning of courses (MK) outside the Study Program

No	Taking MK	Maximum credit weight	Information
1	Cooperatives and SMEs Educational Economics	3 3	The MK taken has the same total credit weight, has a CPL match and additional related competencies.
2	Digital Economic Instruction	3	The courses taken have the same total credit weight, it is recommended to take courses agreed upon by the association/association of similar study programs.
3	Sharia Economics	3	The MK taken has the same total credit weight, has a CPL match and additional related competencies.
Total maximum credit weight		12	

Table 9. Forms of Learning Activities Outside of Higher Education

No	Activity	Explanation	Notes
1	Internship/Practice	Internship activities are carried out at agencies/companies	Must be guided by a lecturer
2	Projects in the Village	Social projects that help village communities	Can be implemented in BUMDEs
3	Teaching in School	Teaching Assistance Activities at School	Campus Autonomy Program and facilitated by the Ministry of Education and Culture
4	Student Exchange	Programs implemented by the Ministry of Education and Culture	SKS values will be recognized/equivalent.
5	Research Research	Research Activities for Lecturers and Students	Can be done at Research Objects/Agencies/Companies

Forms of Learning Activities Outside of College

No	Activity	Explanation	Notes
6	Village Entrepreneurship	Assisting activities independently assisted by research proposals.	Must be guided by a lecturer
7	Independent Projects	Develop social topic projects according to campus assignments	Must be guided by a lecturer
8	Humanitarian Project	Activities in humanitarian organizations	This can be done at the Indonesian Red Cross (PMI)

Note: All activities must be supervised by a lecturer.

Forms of Learning Activities Outside of College are explained below:

a. Student Exchange

Student exchanges are held to form several student attitudes as stated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020, namely respecting the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others; and working together and having social sensitivity and concern for society and the environment.

Some forms of learning activities that can be carried out within the framework of learning exchanges are as follows.

- 1). Student Exchange between Study Programs at the same University
- 2). Student Exchange in the same Study Program at different Universities
- 3). Student Exchange between Study Programs at Different Universities

b. Internship/Work Practice

The 1 semester internship program provides students with sufficient experience, direct learning in the workplace (experiential learning). During the internship, students will gain hard skills (skills, complex problem solving, analytical skills, etc.). Students who are familiar with the workplace will be more confident in entering the world of work and their careers. Through this activity, industrial problems will flow to universities so that updating teaching materials and lecturers' learning and research topics in universities will be more relevant.

c. Teaching Assistance in Educational Units

Learning activities in the form of teaching assistance are carried out by students in educational units such as elementary, middle, and high schools. Schools where teaching practices take place can be located in urban areas or in remote areas.

d. Research

Through research, students can develop critical thinking, which is very much needed for various scientific fields at the higher education level. With critical thinking skills, students will be able to explore, understand, and carry out research methods better. For students who have an interest and desire to work in the field of research, the opportunity to intern in a research center laboratory is their dream. In addition, laboratories/research institutions sometimes lack research assistants when working on short-term research projects (1 semester).

e. Humanitarian Projects

Universities have been helping a lot in overcoming disasters through programs humanity. The involvement of students has been voluntary and short-term. Students with youthful spirits, scientific competence, and interests can become “*foot soldiers*” in humanitarian and other development projects both in Indonesia and abroad, for example helping the Social Service in humanitarian projects to help communities in the surrounding environment.

f. Entrepreneurial Activities

The Independent Campus Policy encourages the development of students' entrepreneurial interests with appropriate learning activity programs. Learning activities in the form of entrepreneurship, both those that have not been or have been determined in the study program curriculum. Requirements are regulated in academic guidelines issued by the University.

g. Independent Study/Project

Many students have a passion to realize great works that are competed at the international level or works from innovative ideas. Ideally, independent studies/projects are carried out to complement the curriculum that has been taken by students. Independent studies/projects can complement or replace courses that must be taken. The equivalence of independent study activities to courses is calculated based on the contribution and role of students proven in activities under the coordination of the supervisor

h. Building Villages/Thematic Community Service Lectures

Thematic Community Service Lecture (KKNT) is a form of education by providing learning experiences for students to live in the community outside the campus, which directly together with the community identifies potential and handles problems so that it is expected to be able to develop the potential of the village/region and formulate solutions to problems that exist in the village. KKNT activities are expected to hone the soft skills of partnership,

cross-disciplinary/scientific teamwork (cross-competency), and student *leadership* in managing development programs in rural areas. It is also expected that after the implementation of KKNT, students can write down the things they have done along with the results in the form of a final assignment.

G. CURRICULUM MANAGEMENT AND IMPLEMENTATION MECHANISM

In terms of quality assurance for this program, the steps taken are in accordance with the applicable quality policy, with Unud having established policies and quality manuals for the Independent Learning Program.

1) Competency Quality of Competency Participants

Participants must include the attitudes, knowledge, and skills stated in the formulation of graduate learning outcomes.

- a. Indicators of participant attitude competency, namely participants have correct and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research and/or community service related to learning.
- b. Participant knowledge indicators, namely participants master the concepts, theories, methods, and/or philosophies of certain scientific fields systematically obtained through reasoning in the learning process, student work experience, research and/or community service related to learning.
- c. General skill indicators of participants, namely participants are able to demonstrate work using concepts, theories, methods, materials, and/or instruments, obtained through learning, student work experience, research and/or community service related to learning in general.
- d. Specific skill indicators of participants, namely participants are able to demonstrate work using concepts, theories, methods, materials, and/or instruments, obtained through learning, student work experience, research and/or community service related to learning in particular.

2) Quality of Implementation

The Merdeka Belajar-Kampus Merdeka Program must comply with the minimum criteria stated in the Education Standards, Research Standards, Community Service Standards, and Special Standards applicable at UNIKU, while other quality criteria can be added and/or improved by each faculty and study program, in accordance with the learning achievements set. In order for the implementation of the Merdeka Belajar - Kampus Merdeka policy, the “three-semester learning rights outside the study program” program to run with

guaranteed quality, an evaluation of its implementation is carried out, the evaluation is carried out in accordance with the Standard Implementation Evaluation Manual.

3) Quality of Internal and External Guidance Process

The internal and external mentoring process must run effectively according to the characteristics of the course/activity to achieve certain abilities set in the course/activity in the series of fulfilling graduate learning outcomes. The assignment of internal and external mentors must be based on needs, qualifications, expertise, and experience.

4) Quality of Facilities and Infrastructure

For the Implementation of Facilities and Infrastructure activities must be in accordance with the needs of the content and learning process. The activity implementer must have facilities and infrastructure that are at least relevant to support learning, research, and facilitate those with special needs according to SN-DIKTI, have an information system for administrative services and for learning process services, research, and PkM.

5) Quality of Reporting and Presentation of Results

Reporting and presentation of learning/activity results can be done through performance. Performance can be in the form of assignments, portfolios or design work, practicums and others. Reporting and presentation of results are assessed using assessment instruments consisting of observation, participation, performance, written tests, oral tests, and questionnaires, with the following provisions.

- a. The assessment instruments consist of process assessment, in the form of a rubric and/or results assessment in the form of a portfolio or design work.
- b. Attitude assessment can use observation assessment techniques.
- c. Assessment of mastery of knowledge, general skills, and specific skills is carried out by selecting one or a combination of various assessment techniques and instruments.
- d. Assessment of the learning process has a greater or equal weight and assessment of learning outcomes has a smaller weight.
- e. Attitude assessment has a weighting of up to 40% of the total domains: knowledge, skills and attitudes.

6) Quality of Assessment

Assessment of learning/activities must include educational, authentic, objective, accountable and transparent principles which are carried out in an integrated manner.

- a. The educational principle is an assessment that motivates students to be able to improve their planning and learning methods and achieve graduate learning outcomes.

- b. The authentic principle is an assessment that is oriented towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process.
- c. The objective principle is an assessment that is based on standards agreed upon between lecturers and students and is free from the influence of the subjectivity of the assessor and the assessed.
- d. The principle of accountability is an assessment that is carried out in accordance with clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students.
- e. The transparent principle is an assessment whose procedures and results can be accessed by all stakeholders.

Assessment is one of a series of activities in improving the quality, performance, and productivity of students in implementing the MBKM program. The focus of the assessment is the individual student, namely the achievements achieved in the implementation of the MBKM program by students. Through the assessment, it will be obtained about what has been achieved and what has not been achieved by students while participating in the MBKM program. Furthermore, this assessment can be used as a means to improve student competence. The assessment procedures generally refer to the provisions applicable to the organizers of the MBKM program which in principle are in accordance with SN DIKTI. Thus, matters related to the procedures for implementing learning assessments for the MBKM program in full can refer to these provisions.

Plan implementation of curriculum and tools Internal Quality Assurance System (SPMI) related to curriculum implementation. The curriculum quality assurance system follows the PPEPP cycle, namely: (i) **Determination** curriculum (P), (ii) **Implementation** Curriculum (P), (iii) **Evaluation** Curriculum (E), (iv) Curriculum **Control** (P), and (v) Curriculum **Improvement** (P). Based on Guide Compilation Curriculum Education Tall 2020, the PPEPP process can be explained as follows:

- a. **Curriculum determination** done every minimum 4 – 5 year very by PT leader, with set Qualification Profile/purpose Education Program Studies, CPL (*Learning Outcome*), courses and their weights, and an integrated curriculum structure.
- b. **Implementation of the curriculum** done through process learning, by paying attention to the achievement of CPL/LO in graduates. Evaluation of learning achievements in each subject (CPMK/CLO) And sub subject (Sub-CPMK/LLO) done

For ensure achievement CPL. Implementation achievement CPMK/CLO And CPMK/LLO referring to on RPS by considering the achievement of CPL/LO at the MK level. Sub-CPMK/LLO and CPMK/CLO at the course level must support the achievement of CPL/LO imposed on each course.

- c. **Evaluation of curriculum implementation** aiming repair sustainability in curriculum implementation. Evaluation is carried out in two stages, namely the formative stage and the summative stage. Formative evaluation takes into account the achievement of CPL/LO through the achievement of CPMK/CLO. Evaluation is carried out on the form of learning, learning methods, assessment methods, RPS and supporting learning tools. Summative evaluation is carried out periodically every 4 or 5 years, involving internal and external stakeholders, and reviewed by experts in the field knowledge Program Studies, industry, association, as well as in accordance development science and technology and user needs.
- d. **Control of curriculum implementation** done every semester with the measurement result indicator of CPL achievement. Curriculum control is carried out by the Study Program and monitored and assisted by the Higher Education Quality Assurance Unit/Institution.
- e. **Curriculum improvement**, based on on results evaluation curriculum, Good formative and summative. The complete curriculum quality assurance cycle can refer to the Education Curriculum Cycle

Following is **examples** document For each cycle PPEPP Curriculum:

Determination (P): Study Program compile documents curriculum based on Book Curriculum Guide Which set by University. Learning Standards, Standards Assessment, SOP/Work Instructions for the implementation of Learning and Assessment, and Rector/Dean's Decree on Curriculum Books.

Implementation (P): Report Implementation Curriculum in the form of Report Achievement CPL Study Program, implementation of lectures, implementation of assessments that are equipped with with News Program Lectures And News Award Ceremony .

Evaluation (E) : Report evaluation implementation curriculum can in the form of Study Program portfolio consisting of CPL achievement reports. While lectures And evaluation reported in course portfolio Which ensure achievement CPL in each of these courses.

- Control (P) : Control curriculum in the form of monitoring achievement Periodic CPL and monitoring of Program Educational Objective (PEO) or Graduate Profile. Meanwhile, control of CPL achievement is carried out by monitoring the lecture process by analyzing trends in CPL and CPMK achievement.
- Improvement (P) : Improvement curriculum done based on results CPL measurement And results tracer studies. Repair management lectures are conducted by university or unit with method improve the learning process standards and assessment standards. Improvements to lecture content are carried out by study programs by improving the course RPS

I. STUDENT ADMISSION PROCEDURES AT VARIOUS STAGES OF THE CURRICULUM

The curriculum of the study program includes: procedures for accepting students at various stages of the curriculum. In this case, the study program accommodates students through recognition of past learning, the curriculum of the study program can implement a curriculum that is organized together with the business world, the industrial world, and the world of work in a dual system or other terms. The dual system curriculum is a curriculum that combines learning in higher education with internships in the business world, the industrial world, the world of work, and/or industry managed by higher education (teaching industry).

Acceptance of new students in the Economic Education Study Program by bringing the specified requirements. The requirements that is has graduated from SMA from all field science , filling form registration , submission photocopy of diploma and transcript the value that has been legalized as many as 2 (two) sheets , and submit a passport photo sizes 3×4 and 4×6 each with 4 (four) pieces . The duration of lectures in the Economics Education study program is designed during 8 (eight) semesters (during 4 years).



**UNIVERSITAS
KUNINGAN**



RENCANA PEMBELAJARAN SEMESTER

Mata Kuliah : Perencanaan Pembelajaran

Dosen : Dr. Iyan Setiawan, M.Pd

Asisten :

1 Determination of Learning Outcomes

Course: Learning Planning

Graduate Learning Outcomes (CPL) assigned to the Course		
<p>CPL 1 : Have the ability to understand, apply, analyze, evaluate and solve problems in the field of pedagogy, as well as their application to improve the competence of educators by paying attention to the development of science and technology.</p> <p>CPL 2 : Mastering the concept of planning, strategy and assessment in effective classroom management in accordance with developments in science and technology so as to be able to create a safe and comfortable learning environment that is centered on students.</p>		
Area of Competence	Description of ability level	Description of the level of breadth and complexity of scientific material
Cognitive	Explaining (C2)	learning planning concept
	Analyze (C4)	basic concept of curriculum, syllabus or learning objectives flow (ATP)
	Analyze (C4)	concept of approach, methods and learning techniques
	Analyze (C4)	the concept of media and learning resources so as to be able to determine media and learning resources
	Assess (C5)	student learning achievement through evaluation
Psychomotor	Make (P2)	learning plan according to the field of science
	Developing (P4)	teaching materials and media that are appropriate to the material in the learning plan
Affective	Merge (A4)	approaches, methods and learning techniques presented in independent and responsible learning planning
	Presenting (A5)	quality learning assessment instrument
Course Learning Outcomes (CPMK)		
M1	Identifying the concept of learning planning so as to be able to skillfully plan and create learning implementation plans (RPP) or learning modules at elementary and secondary levels independently.	
M2	Analyze the basic concepts of the curriculum as well as the basic concepts of the syllabus or learning objectives (ATP) so as to be able to develop the syllabus or learning objectives (ATP) independently and responsibly.	
M3	Analyze the concept of teaching materials so as to be able to develop teaching materials independently and responsibly.	
M4	Analyze the concept of learning approaches, methods and techniques so as to be able to determine learning scenarios that can overcome problems in accordance with the developmental characteristics of students at elementary to secondary levels independently and responsibly.	
M5	Analyze the concept of media and learning resources so as to be able to develop appropriate media and learning resources based on learning scenarios determined in accordance with the developmental characteristics of students at elementary to secondary levels independently and responsibly.	
M6	Analyze the nature, principles, forms of authentic evaluation and assessment and	

	compile appropriate assessment tools based on teaching materials and approaches, methods and techniques chosen independently and responsibly to support learning in elementary and secondary schools.
M7	Applying the ability to plan, implement, evaluate, and reflect on learning by utilizing science and technology in accordance with the problems to support learning in elementary and secondary schools.

2 Determination of Planned Final Competency and Competency Achievement Indicators

Subject : **Learning Planning**

MK Learning Achievements :

- 1 Identifying basic concepts of learning planning
- 2 Analyze the basic concepts of the curriculum and analyze the basic concepts of the syllabus or learning objectives flow (ATP) and develop a syllabus or learning objectives flow (ATP) according to the results of the curriculum analysis
- 3 Analyze the concept of teaching materials and develop teaching materials
- 4 Analyzing the concepts of learning approaches, methods and techniques
- 5 Determining learning scenarios that can overcome problems according to the developmental characteristics of students at elementary to secondary levels.
- 6 Analyze the concept of media and learning resources and develop appropriate media and learning resources based on learning scenarios determined according to the developmental characteristics of students at elementary to secondary levels.
- 7 Analyze the nature, principles, forms of authentic evaluation and assessment and compile appropriate assessment tools based on teaching materials and approaches, methods and learning techniques that have been determined.
- 8 Planning, creating learning implementation plans (RPP) or learning modules and applying the results of learning designs at elementary school level independently

No	Planned Final Capabilities (Sub-CPMK)	Indicators of Competence Achievement	Material
1	Identifying basic concepts of learning planning	1.1 Correctly explain 85% of the meaning of learning planning	1. Understanding learning planning 2. Rationalization of the need for learning planning 3. The purpose and function of learning planning 4. Scope and scope of learning planning
		1.2 Correctly explaining 85% of the rationalization of the need learning planning	
		1.3 Correctly explain 85% of the goals and functions of learning planning	
		1.4 Correctly identifying 85% of the scope and extent of learning planning through case studies	
2	Analyzing the curriculum and the basic concept of developing a syllabus or learning objective flow (ATP) and develop a syllabus or learning objective flow (ATP) according to the results of the curriculum analysis	2.1 Correctly explain 85% of the meaning of curriculum analysis	1. Definition of curriculum analysis 2. The purpose and function of curriculum analysis 3. Scope of curriculum analysis 4. Understanding the learning syllabus or learning objectives flow (ATP) 5. Principles of syllabus development or learning objective flow (ATP) 6. Stages of syllabus development or learning objectives flow (ATP) 7. Components and format of syllabus or learning
		2.2 Correctly explain 85% of the goals and functions of curriculum analysis	
		2.3 Correctly explains 85% of curriculum analysis outcomes	
		2.4 Correctly explain 85% of the meaning of the learning objectives flow syllabus (ATP)	
		2.5 Correctly explain 85% of the syllabus principles or learning objectives flow (ATP)	
		2.6 Correctly identifying 85% of syllabus stages or learning objectives flow (ATP)	

		2.7 Correctly identify 85% of syllabus components and formats or learning objectives flow (ATP)	objectives flow (ATP)
		2.8 Properly developing 85% of the syllabus principles or learning objective pathways (ATP) through case studies	
3	Analyzing basic concepts and developing teaching materials	3.1 Correctly explain 85% of the meaning of teaching materials	<ol style="list-style-type: none"> 1. Definition of Teaching Materials 2. Characteristics of Teaching Materials 3. Criteria for Preparing Teaching Materials 4. Procedures for Compiling and Developing Teaching Materials
		3.2 Correctly identifying 85% of the characteristics of teaching materials	
		3.3 Correctly identifying 85% of the criteria for compiling teaching materials	
		3.4 Correctly identifying 85% of the procedures for compiling and developing teaching materials	
		3.5 Correctly develop 85% of teaching materials through <i>project based learning</i>	
4	Analyzing media and learning resources	4.1 Correctly explain 85% of the meaning of media and learning resources	<ol style="list-style-type: none"> 1. Understanding Media and Learning Resources 2. Types of Media and Learning Resources 3. Criteria for Selecting Media and Learning Resources 4. Making Media and Learning Resources
		4.2 Correctly explain 85% of media types and learning resources	
		4.3 Correctly identifying 85% of the criteria for selecting media and learning resources that are appropriate to the predetermined learning scenario.	

		4.4	Correctly develop 85% of the types of media and learning resources that are appropriate to the learning scenarios that have been determined through <i>project based learning</i> .	
5	Analyze learning strategies, approaches, methods, and techniques .	5.1	Correctly distinguish 85% of the concepts of approaches, methods and learning techniques	<ol style="list-style-type: none"> 1. mastering the concept of learning approaches, methods and techniques 2. strategy for determining the approach, method and learning techniques 3. develop steps for implementing learning approaches, methods and techniques
		5.2	Correctly identify 85% of each type of learning approach, method and technique	
		5.3	Correctly compile 85% of the steps of the approach, methods and learning techniques that are appropriate to the material to be taught through case studies.	
6	Designing learning steps	6.1	Correctly explain 85% of the Basic Concepts of Learning Steps	<ol style="list-style-type: none"> 1. Basic Concept of Learning Steps 2. Learning Step Criteria 3. Stages and Scope of Learning Stages 4. Learning Stage Arrangement Strategy
		6.2	Correctly identifying 85% of Learning Step Criteria	
		6.3	Correctly identifying 85% of the Stages and Scope of Learning Stages	
		6.4	Correctly identifying 85% of learning stage development strategies	
		6.5	Correctly compile 85% of learning scenarios that are in accordance with the learning approaches, methods and techniques. has been selected through case studies	
7	Analyze the nature, principles, forms of	7.1	Correctly explain 85% of the meaning of	1. Definition of assessment

	authentic evaluation and assessment and develop assessment tools.	assessment	<ol style="list-style-type: none"> Types, forms and varieties of assessment Assessment instruments Understanding process assessment Characteristics of process assessment Stages of compiling process assessments Development of learning process assessment Understanding learning outcome assessment Characteristics of learning outcome assessment Types of outcome assessments: performance, product, and written response assessments Development of learning outcome assessment tools
		7.2 Correctly identifying 85% of types, forms and varieties of assessment	
		7.3 Correctly explaining 85% of assessment instruments Correctly explaining 85% of the meaning of process assessment	
		7.4 Correctly identifying 85% of process assessment characteristics	
		7.5 Correctly identifying 85% of the stages of process assessment preparation	
		7.6 Correctly compiling 85% of process assessments through <i>project based learning</i>	
		7.7 Correctly explaining 85% of learning outcome assessment	
		7.8 Correctly identifying 85% of types of learning outcome assessment	
		7.9 Correctly compile 85% of learning outcome assessment tools through <i>project based learning</i>	
8	Prepare a learning implementation plan or learning module	8.1 Correctly explain 85% of the meaning of RPP or learning module	<ol style="list-style-type: none"> Understanding RPP or learning modules Elements of RPP or learning modules Analysis of examples of RPP or learning modules Development of RPP or learning modules
		8.2 Correctly identifying 85% of the elements of the RPP or learning module	
		8.3 Correctly analyze 85% of the RPP examples or learning modules through case studies	

		8.4 Correctly compiling 85% of RPPs or learning modules through <i>project based learning</i>	
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3 Learning Outcome Map

COURSE: LEARNING PLANNING

Course Learning Outcomes (CPMK)	
MI	Identifying the concept of learning planning so as to be able to skillfully plan and create learning implementation plans (RPP) or learning modules at elementary and secondary levels independently.
M2	Analyze the basic concepts of the curriculum as well as the basic concepts of the syllabus or learning objectives (ATP) so as to be able to develop the syllabus or learning objectives (ATP) independently and responsibly.
M3	Analyze the concept of teaching materials so as to be able to develop teaching materials independently and responsibly.
M4	Analyze the concept of learning approaches, methods and techniques so as to be able to determine learning scenarios that can overcome problems in accordance with the developmental characteristics of students at elementary to secondary levels independently and responsibly.
M5	Analyze the concept of media and learning resources so as to be able to develop appropriate media and learning resources based on learning scenarios determined in accordance with the developmental characteristics of students at elementary to secondary levels independently and responsibly.
M6	Analyze the nature, principles, forms of authentic evaluation and assessment and compile appropriate assessment tools based on teaching materials and approaches, methods and techniques chosen independently and responsibly to support learning in elementary and secondary schools.
M7	Applying the ability to plan, implement, evaluate, and reflect on learning by utilizing science and technology in accordance with the problems to support learning in elementary and secondary schools.



UNIVERSITY OF KUNINGAN
FACULTY OF TEACHER TRAINING AND EDUCATION
STU PROGRAM IN ECONOMIC EDUCATION

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SEMESTER LEARNING PLAN

COURSE(S)	CODE	MK GROUPS	WEIGHT (credits)		SEMESTER	Date of Compilation
Learning Planning	FKIP0W240703	Faculty Courses	T=2	P= 1	V	
AUTHORIZATION/CONFIRMATION	RPS Developer Lecturer		RMK Coordinator		Head of Study Program	
	Dr. Iyan Setiawan, M.Pd.		(If there are)		Dr. Iyan Setiawan, M.Pd.	
	CPL – Study Programs Charged to the Constitutional Court					
	CPL1	Have the ability to understand, apply, analyze, evaluate and solve problems in the field of pedagogy, as well as their application to improve the competence of educators by paying attention to the development of science and technology.				
	CPL2	Mastering the concept of planning, strategy and assessment in effective classroom management in accordance with developments in science and technology so as to be able to create a safe and comfortable learning environment that				

		is centered on students.
	Course Learning Outcomes (CPMK)	
	CPMK1	Identifying basic concepts of learning planning
	CPMK2	Analyze the basic concepts of the curriculum and analyze the basic concepts of the syllabus or learning objective flow (ATP) and develop the syllabus or learning objective flow (ATP) according to the results of the curriculum analysis.
	CPMK3	Analyze the concept of teaching materials and develop teaching materials
	CPMK4	Analyzing the concepts of learning approaches, methods and techniques
	CPMK5	Determining learning scenarios that can overcome problems according to the developmental characteristics of students at elementary to secondary levels.
	CPMK6	Analyze the concept of media and learning resources and develop appropriate media and learning resources based on learning scenarios determined according to the developmental characteristics of students at elementary to secondary levels.
	CPMK7	Analyze the nature, principles, forms of authentic evaluation and assessment and compile appropriate assessment tools based on teaching materials and approaches, methods and learning techniques that have been determined.
	CPMK8	Planning, creating learning implementation plans (RPP) or learning modules and applying the results of learning designs at elementary school level independently
	Final Ability of Each Learning Stage (Sub-CPMK)	
	Sub-CPMK1	Identifying basic concepts of learning planning
	Sub-CPMK2	Analyzing the curriculum and the basic concept of developing a syllabus or learning objective flow (ATP) and develop a syllabus or learning objective flow (ATP) according to the results of the curriculum analysis
	Sub-CPMK3	Analyzing basic concepts and developing teaching materials

		learning techniques, preparation of learning scenarios, determination of media and learning resources, preparation of appropriate assessment tools based on teaching materials and approaches, methods, and techniques chosen, preparation of learning implementation plans (RPP) so that they can be applied in the learning process.
Study Material:	Learning materials	<ol style="list-style-type: none"> 1 Basic concepts of learning planning 2 Basic concepts and development of syllabus or learning objective flow 3 Basic concepts of curriculum analysis 4 Basic concepts and development of teaching materials 5 Learning strategies, approaches, methods and techniques 6 Preparation of learning steps 7 Media and Learning Resources 8 Preparation of Assessment Tools 9 Preparation of learning implementation plans (RPP) or learning modules
Library	Main	<ol style="list-style-type: none"> 1. Hamalik, O. (2011). Basics of Curriculum Development. Bandung: Rosdakarya. 2. Haynes, A. (2007). 100 Ideas for Lesson Planning. New York: Continuum International Publishing Group. 3. _____. (2010). The Complete Guide to Lesson Planning and Preparation. New York: Continuum International Publishing Group 4. Zaenal Arifin. 2009. Learning Evaluation. Bandung Rosda 5. Jalongo, MR, Rieg, AA and Helterbran, VR (2007). <i>Planning For Learning</i>. New York: Teachers College Press 6. Majid, A. 2013. Learning Planning. Bandung: PT Remaja Rosdakarya 7. Mansur, et.al, (2009). Learning Assessment in Schools. Yogyakarta: Multi Pressindo 8. Purwanto, MN (2010). Principles and Techniques of Teaching Evaluation. Bandung: PT Remaja Rosdakarya 9. Riyana, C. & Susilana, R. (2009). Learning media. Bandung: Wacana Prima 10. Sanjaya, W. 2008. Planning and Design of Learning Systems. Jakarta: Kencana.
	Supporters	<ol style="list-style-type: none"> 1. Cicek, V. & Tok, H. (2014). Effective Use of Lesson Plans to Enhance Education in US and Turkish Kindergarten thru 12th Grade Public School System: A Comparative Study. International Journal Of Teaching and Education, II, 10-20 2. Cvetek, S. (2008). Applying chaos theory to lesson planning and delivery. European Journal of Teacher Education, 31, 247-256 3. Gafoor, A., & Farooque, U. (2010). <i>Ways to Improve Lesson Planning: A Student Teacher Perspective</i>. Karnataka: All India Association for Educational Research 4. TEAL Center Staff. (2010). Effective Lesson Planning. Teaching Excellence in Adult Literacy, 8, 1-3 . 5. Oktaviani, ND & Wulandari, (2019) . Implementation of Content Standards in the 2013 Curriculum in Elementary Schools. PAJAR Journal (Education and Teaching), 3(6), 1289-1296. DOI: http://dx.doi.org/10.33578/pjr.v3i6.7892

Supporting lecturer							
Course Requirements		Learning strategies, and learning curriculum					
Week 2-	Final ability of each learning stage (Sub-CPMK)/ Learning Objectives	Learning Strategies/Methods; (Estimated Time)		Evaluation		Learning materials (Library)	Assessment Weight
		Offline	Online	Indicator	Criteria and Techniques		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Learning contract	<ul style="list-style-type: none"> Studying Case study (1) Presentation [PB: 1x(3x50'')] 	https://hybrid.uniku.ac.id/	1.1 Correctly explain 85% of the meaning of learning planning 1.2 Correctly explaining 85% of the rationalization of the need learning planning 1.3 Correctly explain 85% of the goals and functions of learning planning 1.4 Correctly explain 85% of the scope and extent of learning planning	Criteria: Case study assessment guidelines, Presentation rubric Technique: test and non-test <ul style="list-style-type: none"> Summarizing lecture material Quiz 1 	The essence of learning planning 1) Understanding Learning Planning 2) Rationalization of the need Learning Planning 3) The Purpose and Function of Learning Planning 4) Scope and Area of Learning Planning	5%
2	Identifying basic concepts of learning planning (Sub-CPMK1)	Task 1: create a learning plan [PT+KM:(1+1)x (2x60'')]					
3	Analyze the curriculum and the basic concepts of syllabus development or learning objective flow (ATP) and develop the syllabus or learning objective flow (ATP) according to the results of the curriculum analysis (Sub-CPMK2)	<ul style="list-style-type: none"> Lecture (problem solving) Discussion Presentation [PB: 1x(3x50'')] Task 2: syllabus/ATP	https://hybrid.unik.ac.id/	2.1 Correctly explain 85% of the meaning of curriculum analysis 2.2 Correctly explain 85% of the goals and functions of curriculum	Criteria: Assessment guidelines/ Presentation rubric	1) Definition of Curriculum Analysis 2) The Purpose and Function of Curriculum Analysis 3) Scope of Curriculum Analysis 4) Understanding Syllabus/ATP Learning	5%

		<p>analysis</p> <p>[PT+KM:(1+1)x (2x60”)]</p>		<p>analysis</p> <p>2.3 Correctly explains 85% of curriculum analysis outcomes</p> <p>2.4 Correctly explain 85% of the meaning of the syllabus/ATP</p> <p>2.5 Correctly explain 85% of the principles of syllabus/ATP development</p> <p>2.6 Correctly identifying 85% of syllabus/ATP development stages</p> <p>2.7 Correctly identified 85% of syllabus/ATP components and formats</p> <p>2.8 Developing correctly 85% of the syllabus/ATP in accordance with the applicable curriculum</p>	<p>Technique: Non-test</p> <p>Presentation observation,</p>	<p>5) Syllabus/ATP Development Principles</p> <p>6) Syllabus/ATP Development Stages</p> <p>7) Syllabus/ATP Components and Format</p>	
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4	Analyzing basic concepts and developing teaching materials (Sub-CPMK3)	<ul style="list-style-type: none"> Studying Project Based Learning (1) Discussion in groups [PB: 1x(3x50'')] <p>Task 3: Designing teaching materials</p> <p>[PT+KM:(1+1)x(2x60'')]</p>	https://hybrid.uniku.ac.id/	<p>3.1 Correctly explain 85% of the meaning of teaching materials</p> <p>3.2 Correctly identifying 85% of the characteristics of teaching materials</p> <p>3.3 Correctly identifying 85% of the criteria for compiling teaching materials</p> <p>3.4 Correctly identifying 85% of the procedures for compiling and developing teaching materials</p> <p>3.5 Correctly developing 85% of teaching materials</p>	<p>Criteria:</p> <p>Project scoring guidelines</p> <p>Techniques; test and non-test</p> <ul style="list-style-type: none"> Quiz-2, project assessment project report 	<ol style="list-style-type: none"> Definition of Teaching Materials Characteristics of Teaching Materials Criteria for Preparing Teaching Materials Procedures for Compiling and Developing Teaching Materials 	5%
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5	Analyzing media and learning resources (Sub-CPMK4)	<ul style="list-style-type: none"> Studying Project Based Learning (1) Discussion in groups [PB: 1x(3x50'')] [PB: 1x(3x50'')] <p>Task-4: Designing learning media that will be used [PT+KM:(1+1)x(2x60'')]</p>	https://hybrid.uniku.ac.id/	<p>4.1 Correctly explain 85% of the meaning of media and learning resources</p> <p>4.2 Correctly explain 85% of media types and learning resources</p> <p>4.3 Correctly identifying 85% of the criteria for selecting media and learning resources</p> <p>4.4 Correctly identify 85% of the types of media and learning resources that are appropriate to the specified learning scenario.</p>	<p>Criteria: Project scoring guidelines</p> <p>Techniques; test and non-test</p> <ul style="list-style-type: none"> project assessment project report 	<ol style="list-style-type: none"> Understanding Media and Learning Resources Types of Media and Learning Resources Criteria for Selecting Media and Learning Resources Determination (Creation) of Media and Learning Resources 	5%
6	Analyzing learning strategies, approaches, methods and techniques (Sub-CPMK5)	<ul style="list-style-type: none"> Studying Case study <p>Task 5: Design learning steps in accordance with learning strategies, approaches, methods and techniques that are appropriate to the learning material.</p>	https://hybrid.uniku.ac.id/	<p>5.1 correctly distinguish 85% of the concepts of learning approaches, methods and techniques</p> <p>5.2 correctly identify 85% of each type of learning approach, method and technique</p>	<p>Criteria: Case study assessment guidelines, Presentation rubric</p> <p>Technique: test and non-test</p>	<ol style="list-style-type: none"> Mastering the concept of learning approaches, methods and techniques Strategy for Determining Learning Approaches, Methods and Techniques 	5%

		[PT+KM:(1+1)x(2x60")]		5.3 Correctly identifying 85% of the types of approaches, methods and learning techniques that are appropriate to the material to be taught.	▪ Summarizing lecture material Quiz 3		
7	Designing learning steps . (Sub-CPMK6)	<ul style="list-style-type: none"> ▪ Studying ▪ Case study <p>Task 6: Design learning steps in accordance with learning strategies, approaches, methods and techniques that are appropriate to the learning material.</p> <p>[PT+KM:(1+1)x(2x60")]</p>	https://hybrid.uniku.ac.id/	6.1 Correctly explain 85% of the Basic Concepts of Learning Steps 6.2 Correctly identifying 85% of Learning Step Criteria 6.3 Correctly identifying 85% of the Stages and Scope of Learning Stages 6.4 Correctly identifying 85% of learning stage development strategies 6.5 Correctly compile 85% of learning scenarios that are in accordance with the selected learning	Criteria: Case study assessment guidelines, Presentation rubric Technique: test and non-test Summarizing lecture material	1) Basic Concept of Learning Steps 2) Learning Step Criteria 3) Stages and Scope of Learning Stages 4) Learning Stage Arrangement Strategy	5%

				approaches, methods and techniques.			
	UTS						20%
8	Analyzing the nature, principles, forms of authentic evaluation and assessment and compiling assessment tools (Sub-CPMK7)	<ul style="list-style-type: none"> Studying Project based learning (4) [PB: 1x(3x50'')]	https://hybrid.uniku.ac.id/	7.1 Correctly explain 85% of the meaning of assessment 7.2 Correctly identifying 85% of types, forms and varieties of assessment 7.3 Correctly explaining 85% of assessment instruments Correctly explaining 85% of the meaning of process assessment 7.4 Correctly identifying 85% of process assessment characteristics	Criteria: Project scoring guidelines Techniques; test and non-test <ul style="list-style-type: none"> project assessment project report. 	1) Understanding Assessment 2) Types, Forms and Varieties of Assessment 3) Assessment Instrument 4) Understanding Process Assessment 5) Characteristics of Process Assessment 6) Stages of Process Assessment Preparation 7) Development of Learning Process Assessment 8) Understanding Learning Outcome Assessment 9) Characteristics of Learning Outcome Assessment 10) Types of Outcome Assessments: Performance, Product, and Written Response Assessments	10%

				<p>7.5 Correctly identifying 85% of the stages of process assessment preparation</p> <p>7.6 Correctly compose 85% of process assessments</p> <p>7.7 Correctly explaining 85% of learning outcome assessment</p> <p>7.8 Correctly identifying 85% of types of learning outcome assessment</p> <p>7.9 Correctly compile 85% of learning outcome assessment tools</p>		11) Development of Outcome Assessment Tools	
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10	Prepare a learning implementation plan or learning module (Sub-CPMK8)	<ul style="list-style-type: none"> Studying Project base learning [PB: 1x(3x50'')] Task 8: create a lesson plan/learning module that includes all components of the lesson plan/module. [PT+KM:(1+1)x(2x60'')] 	https://hybrid.uniku.ac.id/	8.1 Correctly explain 85% of the meaning of RPP/Module 8.2 Correctly identifying 85% of the elements of the RPP/Module 8.3 Correctly analyze 85% of the RPP/Module examples 8.4 Correctly compile 85% of RPP/Modules	Criteria: Project scoring guidelines Techniques; test and non-test <ul style="list-style-type: none"> project assessment 	1. Understanding RPP/Modules 2. Elements of RPP/Module 3. Analysis of lesson plan/module examples 4. RPP/Module Development	10%
11-15	Practicing teaching methods based on the RPP/Learning Module that has been designed (Sub-CPMK9)	<ul style="list-style-type: none"> Studying Project base learning [PB: 1x(3x50'')] Task-9: simulate teaching according to the RPP/Module that has been prepared [PT+KM:(1+1)x(2x60'')] 	https://hybrid.uniku.ac.id/	9.1 Correctly apply 85% of the results of the learning plan 9.2 Appropriately applying 85% of teaching skills based on his/her TPACK 9.3 Able to apply basic teaching skills well 85%	Criteria: Project scoring guidelines Techniques; test and non-test <ul style="list-style-type: none"> project assessment 	<ul style="list-style-type: none"> Teaching Simulation Peer assessment/peer teaching Lesson study 	10%
16	UAS						20%

Description: The number of meetings using case studies and projects is **11 meetings** , meaning that it is more than 50% of the total number of RPS meetings.

PROJECT ASSESSMENT RUBRIC

Task: students are asked to design a project related to today's lecture material, students are asked to determine the theme/title of the project based on real problems in everyday life so as to produce solutions/products that can be used in society.

No	Rated aspect	Superior 4	Competent 3	Partial Competence 2	Need Improvement 1
1	Identification of problems	<ul style="list-style-type: none"> • Determine/describe the problem with at least 4 problem identifications according to the type of problem. • Create 4 problem formulations that are in accordance with the project objectives 	<ul style="list-style-type: none"> • Determine/describe the problem with at least 3 problem identifications according to the type of problem. • Create 3 problem formulations that are in accordance with the project objectives 	<ul style="list-style-type: none"> • Determine/describe at least 2 problem identifications according to the type of problem • Create 2 problem formulations that are in accordance with the project objectives 	<ul style="list-style-type: none"> • Determine/describe the problem at least 1 problem identification according to the type of problem • Create 1 problem formulation that is in accordance with the project objectives
2	Problem Cause Analysis	<ul style="list-style-type: none"> • The results of the analysis of the causes of the problem come from more than 4 reference/exploration sources. • Have accuracy in analyzing root causes according to the problem 	<ul style="list-style-type: none"> • The results of the analysis of the causes of the problem come from ≥ 3 reference sources/explorations • Have accuracy in analyzing root causes according to the problem 	<ul style="list-style-type: none"> • The results of the analysis of the causes of the problem come from ≥ 2 reference/exploration sources. • Have accuracy in analyzing root causes according to the problem 	<ul style="list-style-type: none"> • The results of the analysis of the causes of the problem come from ≥ 1 reference source/exploration, but are not yet accurate in analyzing the root causes according to the problem.
3	Selected solution	<ul style="list-style-type: none"> • Conformity between the problem/root cause and the chosen solution ≥ 4 solutions • Clarity of solution description 	<ul style="list-style-type: none"> • Conformity between the problem/root cause and the chosen solution ≥ 3 solutions • Clarity of solution description 	<ul style="list-style-type: none"> • Conformity between the problem/root problem and the chosen solution ≥ 2 solutions • Clarity of solution 	<ul style="list-style-type: none"> • Conformity between the problem/root cause and the chosen solution ≥ 1 solution • Clarity of solution description

		Sharpness of strength and weakness analysis	Sharpness of strength and weakness analysis	description Sharpness of strengths and weaknesses analysis	Sharpness of strengths and weaknesses analysis
4	Determine the Topic/Project Title	<ul style="list-style-type: none"> ● Create a selected project topic/title based on the results of the root cause analysis of more than two problems. ● Make the selected project topic/title match the selected solution 	<ul style="list-style-type: none"> ● Create a selected project topic/title based on the results of the root cause analysis of more than one problem. ● Make the selected project topic/title match the selected solution 	<ul style="list-style-type: none"> ● Create a selected project topic/title according to the results of the root cause analysis of the problem only once ● Make the selected project topic/title match the selected solution 	<ul style="list-style-type: none"> ● Make the selected project topic/title according to the results of the root cause analysis of the problem more than one but the project topic/title does not match the selected solution
5	Project Plan	<ul style="list-style-type: none"> ● Develop a project activity plan that produces products that are in line with the theme. ● Prepare the resources (tools and materials) needed for the project activity plan. ● Arrange activity schedules in an orderly, fair and well-planned manner 	<p>Develop a project activity plan that produces products according to the project theme, but does not...</p> <p>Prepare the resources (tools and materials) needed for the project activity plan.</p> <p>Arrange activity schedules in an orderly, fair and well-planned manner</p>	<p>Developing a project activity plan that produces products that are not yet in accordance with the theme, but have prepared the resources (tools and materials) needed for the project activity plan.</p> <p>Arrange activity schedules in an orderly, fair and well-planned manner</p>	<p>Have not yet developed a project activity plan that produces products but are trying to prepare the resources (tools and materials) needed for the project activity plan.</p> <p>Not yet arranging activity schedules in an orderly, fair and well-planned manner</p>
6	Implementing Project	<ul style="list-style-type: none"> ● Carry out operational steps systematically according to 	Carrying out operational steps systematically according to	Not yet carrying out operational steps systematically	Not yet carrying out operational steps systematically in

		<p>procedures that have been designed properly and are directed towards achieving predetermined goals/projects.</p> <ul style="list-style-type: none"> • Able to use resources, tools/materials skillfully and appropriately and always maintain work and team safety 	<p>procedures that have been designed properly and directed to achieve predetermined goals/projects but not yet able to use resources, tools/materials skillfully and appropriately and always maintaining work safety and team work</p>	<p>according to procedures that have been designed properly and directed to achieve the goals/projects that have been determined but have tried to use resources, tools/materials skillfully and appropriately and always maintain work safety and team work.</p>	<p>accordance with procedures that have been designed properly and directed to achieve the goals/projects that have been determined and not using resources, tools/materials skillfully and appropriately and always maintaining work safety and team work</p>
7	Project result analysis (Project report)	<ul style="list-style-type: none"> • Analyze project results according to the facts, concepts and principles underlying project activities. • Able to generate ideas (opinions) and connect ideas into new knowledge/products • Able to present supporting evidence/references for the project ideas put forward 	One of the 3 points is not implemented	Two of the three points were not implemented	Not making discussion analysis in the project report
8	Project Result Products	<ul style="list-style-type: none"> • Able to create products that are the result of a project according to 	There is one component that is not implemented	There are two components that are not implemented	There are three components that are not implemented

		<p>the established plan</p> <ul style="list-style-type: none">● able to create new products by reorganizing previously non-existent elements/patterns.● Products that are made uniquely (originally) refer to suitability for purpose/task.			
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CASE STUDY ASSESSMENT GUIDELINES

Name :

NIM :

No	Aspects/Dimensions assessed	Study Case 1		Study Case 2		Study Case 3		Study Case 4	
		Low	Tall	Low	Tall	Low	Tall	Low	Tall
		(10-50)	(60-100)	(10-50)	(60-100)	(10-50)	(60-100)	(10-50)	(60-100)
1	Determining case study material/problems								
2	Identifying problems related to the Studycase								
3	Determining the reference sources that will be used as case analysis material								
4	Analyzing Issues/problems in study case								
5	Presenting the analysis results from the study case								
6	Accuracy in answering questions related to the study case								
7	Making conclusions from the results of the Studycase analysis								
	Total								
	Average								

PRESENTATION ASSESSMENT RUBRIC

Task: Students are asked to present the results of their analysis/discussion report/group project. The assessments include mastery of the material, verbal and nonverbal communication skills, presentation media creation skills, and the ability to express opinions.

Criteria	(4) Very satisfactory	(3) satisfying	(2) Quite satisfying	(1) Less satisfactory
Mastery of the material	Able to explain whole material systematically, right on target, directed and not complicated.	Able to explain whole material systematically, right on target, directed and a bit convoluted.	Able to explain Material quite systematic, although not yet right on target and quite focused	The material explained has not been systematic, and not on target, not yet focused
Verbal Skills	Sufficient volume heard to all audience or room. The articulation of the language is clear, the delivery/rhythm of speech is calm and uses the right intonation, speaks without relying on notes, and there is good accentuation/emphasis on important things	Sufficient volume heard to all audience or room. The articulation of the language is quite clear, although the delivery/rhythm of speech is not yet calm and speaks without relying on notes,	Volume heard but only part of the audience The articulation of the language is not yet clear, the delivery/rhythm of speech is quite calm and speaking depends on the notes,	Volume Not audible. The articulation of the language is not yet clear, the delivery/rhythm of speech is not calm and speech depends on notes,
Non verbal skills	Stand up straight, relax and confident. Looking at all people in class during presentation, interact	Stand up straight, relax and confident. Looking at all people in class during presentation, but little interaction with the audience.	Stand up straight, but not relaxed and lack of self-confidence. Even though I have tried to interact with the audience.	bow down and lack of self-confidence. less interaction with listeners.

	intensively with the audience. The speaker always makes eye contact with the audience			
Power-point Appearance	The Powerpoint presentation is in accordance with the rules, the size and type of font are easy to read, the use of images is in accordance with the theme, the overall appearance of the Powerpoint is clear, attractive and the presentation is on time.	The Powerpoint presentation is in accordance with the rules, it is readable enough, the use of images is appropriate to the theme, the Powerpoint display is clear enough and the presentation is on time.	The Powerpoint presentation is not in accordance with the rules, although it can be read, the use of images is quite in accordance with the theme, the Powerpoint display is quite clear and the presentation is in accordance with the time.	The Powerpoint presentation is not in accordance with the rules, it is not readable, the use of images is not in accordance with the theme, the presentation is not in accordance with the time
Answering skills	Answer with all accurate the question that given by the audience. All answers are correct and precise	Answer with mostly accurate the question that given by the audience. Some of the answers are correct and precise	Answer with a little bit accurate the question that given by the audience. Only a few answers are correct and precise	No answer with all accuracy the question that given by the audience
Teamwork	Distribute tasks based on team members' abilities, support each other's strengths to do quality work, be able to identify and actively use win-win solutions to	Distributing tasks based on team members' abilities, sufficiently supporting each other to do quality work, but not yet able to identify and actively use win-win solutions to manage conflict	Have tried to distribute tasks based on team members' abilities, but have not supported each other to do quality work	Less able to distribute tasks based on team members' abilities, have tried to support each other to do group work even though it is not optimal.

	manage conflicts.			
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STUDENT SELF REFLECTION SHEET

1. How is the learning process that you experience in lectures?
2. Do you understand after studying the lesson planning course?
3. Have you mastered all the materials that have been studied? If not, what materials have you not mastered?
4. What benefits do you feel after studying the lesson planning course?
5. What needs to be improved to make the learning planning course more interesting?
6. Is the method used by the lecturer in explaining the learning planning lecture material well received?
7. How to deliver learning planning course material so that it is not boring and easier to understand?
8. What new things did you gain after studying the lesson planning course?
9. What will you do after studying this course?
10. What challenges or difficulties did you face during your planning course?

UTS QUESTIONS

UTS Learning Planning Question Grid

1. Basic concepts of learning planning
2. Basic concepts and syllabus development
3. Basic concepts of curriculum analysis
4. Basic concepts and development of teaching materials
5. Learning strategies, approaches, methods and techniques
6. Preparation of learning steps

Learning Planning Midterm Exam Questions

Question No.	Sub-course learning outcomes	Weight
1	Sub-CPMK 1: Identifying planning concepts	15
	The learning process requires learning planning. Explain the reasons why it is important for a teacher to do learning planning!	
2	Sub_CPMK2: Basic concepts of curriculum analysis and basic concepts and syllabus development	15
	The syllabus development process has principles that must be met. Mention and explain the principles in syllabus development?	
3	Sub_CPMK7 : Basic concepts and development of teaching materials	20
4	Sub-CPMK 4: Determination of Media and Learning Resources	20
	Based on question number 2, help the teacher determine the media based on its nature and reach! Include examples of the media!	
5	Sub-CPMK 4: Learning strategies, approaches, methods and techniques Sub-CPMK 6: Preparation of learning steps	30

ASSESSMENT RUBRIC

Question No.	Weight	Assessment Rubric
1	15	Able to explain two important reasons for learning planning
	10	Able to mention one reasons why lesson planning is important
	5	Able to mention less than 1 reason why learning planning is important
2	15	Able to explain the 4 principles of syllabus development
	10	Able to explain 3 principles of syllabus development

	5	<i>Able to explain 2> principles of syllabus development</i>
3	20	Able to create complete teaching materials from instructions for use, objectives, correct presentation of material according to theory, resumes, exercises, and evaluations.
	10	Able to create teaching materials with only 5 parts that should be in the teaching materials
	5	Able to create teaching materials with only 2 parts that should be in the teaching materials
4	20	Able to determine 3 types of media based on their properties complete with explanations and examples
	10	Able to determine 2 types of media based on their properties complete with explanations and examples
	5	Able to determine 1 type of media based on its nature complete with explanations and examples
5	30	Able to determine the model, strategies and methods that can be used to deliver the material (Cooperative/Collaborative Model with lecture, demonstration, PBL, question and answer methods)
	20	Able to determine the model, strategies and methods that can be used to deliver the material (Cooperative/Collaborative Model but the method is wrong)
	5	Both the model and the method are wrong.

UAS QUESTIONS

Final Exam Question Grid for Learning Planning

1. Preparation of Assessment Tools, Process Assessment and Result Evaluation Tools
2. Lesson plan

Learning Planning Final Exam Questions

Question No.	Sub-course learning outcomes	Weight
1	Sub-CPMK 7: Analyze the nature, principles, forms of authentic evaluation and assessment and compile appropriate assessment tools based on teaching materials and approaches, methods and learning techniques that have been determined.	30
2	Sub_CPMK 8: Planning, creating learning implementation plans (RPP) and applying the results of learning designs at elementary school level independently	50
3	Sub_CPMK 8: Planning, creating learning implementation plans (RPP) and applying the results of learning designs at elementary school level independently	20
	Based on question number 2, prepare a worksheet that will be used in the learning process!	

ASSESSMENT RUBRIC

Question No.	Weight	Assessment Rubric
1	30	Able to determine the appropriate type of assessment and rubric
	20	Able to determine the type of assessment but the rubric is not quite right
	5	Able to determine the type of assessment but not equipped with a rubric
2	50	<ol style="list-style-type: none"> 1. The learning steps in the complete opening activity start from conditioning the students, apperception according to the material, and delivery of objectives. 2. Core activities describe the syntax of the selected model in a sequential, logical and systematic manner. 3. Complete closing activities starting from conclusions, evaluation, follow-up and motivation
	30	<ol style="list-style-type: none"> 1. learning steps in the complete opening activity start from conditioning the students, apperception is not in accordance with the material, delivery of objectives 2. Core activities do not include the syntax of the selected model but are arranged sequentially, logically and systematically. 3. Closing activities lack one of the four elements (conclusion, evaluation, follow-up and motivation)
	10	<ol style="list-style-type: none"> 1. learning steps in the opening activity only start with conditioning the students and conveying the objectives. 2. The core activities do not include the syntax of the selected model but are not arranged sequentially, logically and systematically. 3. Closing activities lack two of the four elements (conclusion, evaluation, follow-up and motivation)
3	20	Able to create LKPD from instructions for use, objectives, presentation of questions/activities that are clearly described
	10	Able to create LKPD from instructions for use, questions/activities that are clearly illustrated
	5	Able to create LKPD with only 1 section that should be in LKPD

The Final Value calculation is obtained using the following formula:

p = Assignment value (weight 10)

q = Process value of case studies and projects (weight 50)

uts = UTS score (weight 20%)

uas = UAS score (weight 20%)

jn = $p + q + uts + uas$

ra = $jn : 10$

N = Final Grade (letter grades = A, AB, B, BC, C, D)

A

Assessment Reference:	
Mark:	Final score
81 – 100	A
75 – 80	AB
69– 74	B
63 – 68	BC
57 – 62	C
51 – 56	CD
45 – 50	D
< 44	E