

SEMESTER LESSON PLAN
(RPS)

COURSES	:	S3 Educational Technology
COURSES	:	Philosophy of Advanced Sciences
WEIGHT	:	2 credits
LECTURERS	:	Prof. Dr. Suyitno Muslim, M.Pd



POSTGRADUATE
JAKARTA STATE UNIVERSITY
2021



JAKARTA STATE UNIVERSITY
POSTGRADUATE
DOCTORAL PROGRAM IN EDUCATIONAL TECHNOLOGY

**SEMESTER LESSON PLAN
(RPS)**

COURSES	CODE	WEIGHTS (CREDITS)	SEMESTER	TIME	DATE OF DRAFTING
Philosophy of Advanced Sciences	PPS 701	2	Ganjil	16 Weeks (September-January 2021)	January 2022
AUTHORIZATION	Lecturers		Reviewer/Quality Assurance		Head of Study Program
	Prof. Dr. Suyitno Muslim, M.Pd		Prof. Dr. Herlina, M.Pd., Dr. Nurjanah & Ade Dwi Utama, PhD.,		Dr. Moch. Sukardjo, M.Pd
DESCRIPTION	<p>This course contains the foundation of history and development as well as the nature of science, the expansion of insights about, ontology, epistemology and axiology as well as their relation to educational technology, culture, and education. The development of science in human civilization: the development of science as the breaking point of human development (<i>the ascent of man</i>).</p> <p>At the end of this lecture, students are expected to (a) be able to implement values that reflect morals, ethics and good personality in completing tasks, be sensitive and care for society and the environment and have the spirit to put the interests of the nation and the wider community first; (b) mampu designing and implementing science in the culprits of educational technology, dealing with educational problems through the field of study of educational technology science and various ways of thinking scientifically and using a multidisciplinary and interdisciplinary approach in finding the latest solutions in accordance with scientific principles</p>				
GRADUATE LEARNING OUTCOMES (CPL)	Attitude	<ol style="list-style-type: none"> 1. Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila; (S-4) 2. Internalizing academic values, norms, and ethics (S-8) 3. Demonstrate an attitude of responsibility for work in their field of expertise independently (S-9) 			

	Generaln keterampilan	4. Able to find or develop scientific theories / conceptions / ideas, and contribute to the development, as well as the practice of science and / or technology that pays attention to and applies the value of the humanities in their field of expertise, by producing scientific research based on scientific methodology, logical, critical, systematic, and creative thinking (KU-1)
	Knowledge	5. Mastering theory, approach and system thinking, design models and learning development to expand and develop the Educational Technology area (P-1)
	Special skills	6. Able to develop new knowledge, technology, and or art in the field of Educational Technology or professional practice through research, to produce works, creative, original, tested (KK-1) 7. Able to develop learning and training systems or models for use in government institutions and the industrial business world (KK-2)
COURSE LEARNING OUTCOMES (CPMK)	CPMK	
	Sub-CPMK	
	1. Able to understand and analyze the history of h, the development and nature of science	1.1 Understand and analyze the history, development and nature of special science in the field of educational technology
	2. Able to understand and analyze about ontology, epistemology and axiology of science in depth and breadth	2.1 Understand and analyze about ontology, epistemology and axiology of science in depth and breadth in the field of educational technology
	3. Able to understand and analyze about knowledge (episteme), science, science and philosophy of science	3.1 Understand and analyze about knowledge (episteme), science, science and philosophy of science
	4. Able to understand and analyze the scope of philosophy of science, the position of Philosophy of Science in science and philosophy	4.1 Memahami and analyze the scope of philosophy of science, kposisi philosophy of science in science and philosophy
	5. Able to memahami and analyze the characteristics of scientific knowledge	5.1 Understand and analyze the characteristics of scientific knowledge
	6. Able to understand and analyze the scientific approach of Plato and Aristotle	6.1 Memahami and analyze the scope of philosophy of science, kposisi philosophy of science in science and philosophy
	7. Able to understand and analyze <i>the Body of knowledge</i> (Paradigm and Transformation)	7.1 Understanding and analyzing <i>the Body of knowledge</i> (Paradigms and Transformations)
8. Able to understand and analyze how philosophy of science works (creative-analysis and reflection)	8.1 Analyzing the relationship between science and technology, culture and education	

		8.2 Analyzing the development of science as a breaking point in human development
Study Materials	STUDY MATERIALS/ SUBJECT MATTER	SUB-SUBJECT MATTER
	1. Introduction to lectures to discuss the learning plan for one semester of lectures	1.1. Decryption of Kulia's Evesh Philosophy of Advanced Sciences
	2. Sejarah, the development and nature of special science in the bidag of educational technology	1.2. Sejarah, the development and nature of special science in the bidag of educational technology
	3. Ontology, epistemology and axiology of science in depth and breadth in the field of educational technology	3.1 Ontology Science in the field of TP 3.2 Epistemoly Science in the field of TP 3.3 Axiology of Science in the field of TP
	4. Pengetahuan (episteme), science, science and philosophy of science	4.1 Knowledge (episteme) 4.2 Science 4.3 Science 4.4 Philosophy of Science
	5. Scope of philosophy of science, the position of Philosophy of Science in science and philosophy, especially in the field of TP	5.1 Scope of Philosophy of Science , especially in the field of TP 5.2 Position of Philosophy of Science in Science and Philosophy TP
	6. Characteristics of Scientific Knowledge	6.1. Characteristics of scientific knowledge
	7. The Scientific Approach of Plato and Aristotle	7.1 The Scientific Approach of Plato and Aristotle
	8. <i>Body of knowledge</i> (Paradigm and Transformation) of science in the field of TP	8.1 <i>Body of knowledge</i> (Paradigm and Transformation) of science in the TP biidang
	9. Cara work of philosophy of science (creative-analysis and Reflection) in the field of TP	9.1 Cara work of philosophy in the field of TP (creative-analysis and Reflection)
10. <i>Project</i> : Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science specifically in the field of TP	8.1 Study of journals and books specialized in the field of TP	

	11. <i>Project</i> : Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science in the field of TP	9.1 Study of journals and books in the field of TP
	12. <i>Project</i> : Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science in the field of TP	10.1 Study of journals and books in the field of TP
	13. <i>Project</i> : Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science in the field of TP	11.1 Study of journals and books in the field of TP
	14. <i>Project</i> : Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science in the field of TP	12.1 Study of journals and books in the field of TP
	15. <i>Project</i> : Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science in the field of TP	13.1 Study of journals and books in the field of TP
	16. UTS and UAS (Written Exam and Project Final)	<i>Project Base</i> : Based on the studies of the Journal and the Book produced one article that was submitted to a Reputable Journal
LEARNING ACTIVITIES	Pedekatan	<p><i>Student Centered Learning</i></p> <p>Lecture activities by involving students intensively are:</p> <ol style="list-style-type: none"> 1. Read the reference books required in the Advanced Philosophy of Science course and supplement them with other relevant sources through searches on the internet and libraries in several universities. 2. Based on the results of these readings, students work on projects related to the Philosophy of Advanced Sciences in accordance with the study materials of this course. Projects generated in the form of portfolios and indexed scientific articles 3. Various forms of lecture activities that involve students intensively are: <ol style="list-style-type: none"> a Present and active in lectures b Carry out group discussions and presentations on predetermined topics to further explore the concept, expand and strengthen insights about the Philosophy of Advanced Sciences

		<p>c Submit the results of group work to lecturers who teach the Advanced Philosophy of Science course</p> <p>d Write articles developed from the results of studies on study materials in the Advanced Philosophy of Science course. Students individually produce one article relevant to the Philosophy of Advanced Sciences</p> <p>e Submit individual works in the form of scientific articles in accordance with the study materials of the Advanced Philosophy of Science Course</p>
	Methods/strategies	<i>Cased method, project based learning. Case Studies, kajian jurnal, bedah buku</i>
	Mode of activity	<i>Hybrid learning: Synchronous and Asynchronous Models</i>
	Assignment	Mahasiswa doing assignments or bills, namely group papers, paper presentations, case analysis, individual project tasks
VALUATION	Methods/techniques	Written exams, Performance Appraisals, Product Appraisals, Attitude Assessments
	Instrument	Essay test, Rating <i>scale</i> , Rubric
REFERENCE	Main	<ol style="list-style-type: none"> 1. Suriasumantri, Jujun S., (2005), <i>Philosophy of Science an Introduction</i>, Jakarta: Sinar Harapan 2. Bronowski, J. (1973). The ascent of man. In <i>Book Club Associates</i> (Vol. 120, Issue 3017, pp. 287–288). Book Club Associates. https://doi.org/10.1038/120287a0 3. Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i>, Bandung: Remaja Rosdakarya
	Supporter	<ol style="list-style-type: none"> 1. Hambleton, Ronald K. dan H Swaminathan. (1990). <i>Item Response Theory: Principles and Applications</i>. Boston: Kluwer.Nijhoff Publishing 2. Journal of Athletic Training. ISSN: 10626050, 1938162X. https://meridian.allenpress.com/jat/issue/browse-by-year 3. Journal of Sports Science and Medicine. ISSN: 13032968. http://jssm.org/ 4. Journal of Human Kinetics. ISSN: 16405544, 18997562. http://www.johk.pl/index.html 5. Journal of Exercise Science and Fitness. ISSN: 1728869X. https://www.journals.elsevier.com/journal-of-exercise-science-and-fitness

	6. Kolen, Michael and Robert L Brennan. () . <i>Test Equating</i> . New York: Springer, 1995 7. International Journal of Medicine and Sciences of Physical Activity and Sport. ISSN : 15770354. https://revistas.uam.es/rimcafd/index 8. Kinesiology. ISSN: 13311441. https://hrcak.srce.hr/ojs/index.php/kinesiology/index 9. Biology of Sport. ISSN: 0860021X. https://www.termedia.pl/Journal/Biology_of_Sport-78
REQUIRED COURSES	-

DETAILS OF THE ACTIVITY PLAN								
Week To:	Learning Outcomes (Sub-CPMK)	Material (Study Material)	Indicator Success	Forms of Learning; Learning Methods; Assignment;		Time allocation	Source/ Media	Assessment/ Assignment
				<i>Synchronous:</i>	<i>Asynchronous:</i>			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1 - 2	<ul style="list-style-type: none"> Explanation of lecture materials (RPS) Understand the history and development and nature of Science 	<ul style="list-style-type: none"> Rps Study of Advanced Philosophy of Science Course History, development and the fact of Knowledge in the field of TP 	Understand and analyze the history, development and nature of science in the field of TP	Face-to-face virtually through <i>zoom meetings</i> with the aim of explaining and analyzing the history, development and nature of science (<i>collaboration, communication, creativity, Critical Thinking</i>)	Lecturers give tasks to be done in groups on themes relevant to history, development and the nature of science. The task ofm andiri is carried out in groups (<i>collaboration, communication,</i>	TM: 2x50' BT: 2x60' BM: 2x60'	Study of journals and books relevant to history, development and science. (Suriasumantri, Jujun S., (2005), <i>Philosophy of Science an Introduction</i> , Jakarta: Sinar Harapan; Bronowsky, B. 1986, <i>The Ascent of Man</i> , Longman.Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain</i>	Assignment: <ul style="list-style-type: none"> Results of studies on the history, development, and fact of knowledge dlambid TP This task is prepared in the form of a <i>word file</i> to be collected to the

					<i>Critical Thinking, innovation, problem solving)</i>		<i>Revolution, Bandung: Remaja Rosdakarya)</i>	lecturer and PPT to be presented in the next pertemuan
3	Conducting studies on Ontology, epistemology and axiology of science in depth and breadth	Ontology, epistemology and axiology of science in depth and breadth	Understand and analyze about Ontology, epistemology and axiology of science in depth and breadth	Face to face virtually through <i>zoom meetings</i> with the aim of explaining and analyzing about ontology, epistemology and axiology of science in depth and breadth. In addition, students presented assignments assigned at previous meetings. (<i>collaboration, communication, creativity, critical thinking, innovation, problem solving</i>)	Lecturers give tasks to be done in groups on themes relevant to Ontology, epistemology and axiology of science Tasks mandiri are carried out in groups (<i>collaboration, communication, critical thinking, innovation, problem solving</i>)	TM: 2x50' BT: 2x60' BM: 2x60'	Study of Journals and books relevant to Ontology, epistemology and axiology of science (Suriasumantri, Jujun S., (2005), <i>Philosophy of Science an Introduction</i> , Jakarta: Sinar Harapan; Bronowsky, B. 1986, <i>The Ascent of Man</i> , Longman.Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i> , Bandung: Remaja Rosdakarya; Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i> , Bandung: Remaja Rosdakarya)	Assignment: • The results of studies on ontology, epistemology and axiology of science in depth and breadth. This task is prepared in the form of a <i>word file</i> to be collected to the lecturer and PPT to be presented in the next pertemuan
4	Examining the knowledge(episteme), science, science and philosophy of science	Examining knowledge (episteme), science, science and philosophy of science	Understand and analyze about knowledge (episteme), science, science and philosophy of science	Face virtually through <i>zoom meetings</i> to analyze about knowledge (episteme), science, science and philosophy of science. In addition, students presented assignments given at the previous meeting (<i>collaboration, communication,</i>	Lecturers give tasks to be done in groups about knowledge (episteme), science, science and philosophy of science (<i>collaboration, communication, critical thinking,</i>	TM: 2x50' BT: 2x60' BM: 2x60'	Study of journals and books relevant to knowledge (episteme), science, science and philosophy of science (Suriasumantri, Jujun S., (2005), <i>Philosophy of Science an Introduction</i> , Jakarta: Sinar Harapan; Bronowsky, B. 1986, <i>The Ascent of Man</i> , Longman.Kuhn. T.S.	Assignment: • The results of the study of knowledge (episteme), science, science and philosophy of science. This assignment is prepared in the form of PPT to be presented at the

				<i>creativity, critical thinking, innovation, problem solving)</i>	<i>innovation, problem solving)</i>		1993. <i>The Role of Paradigms in the Sain Revolution</i> , Bandung: Remaja Rosdakarya; Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i> , Bandung: Remaja Rosdakarya)	next meeting and in the form of a word file to be submitted to the lecturer who teaches the course
5	Assessing the scope of philosophy of science, the position of Philosophy of Science in science and philosophy, as well as the characteristics of scientific knowledge	○ Assessing the scope of philosophy of science, the position of Philosophy of Science in science and philosophy, as well as the characteristics of scientific knowledge	Understand and analyze the scope of the philosophy of science, the position of the Philosophy of Science in science and philosophy, as well as the characteristics of scientific knowledge	Face virtually through <i>zoom meetings</i> to analyze the scope of philosophy of science, the position of Philosophy of Science in science and philosophy, and the characteristics of scientific knowledge. In addition, students presented assignments given at the previous meeting (<i>collaboration, communication, creativity, critical thinking, innovation, problem solving)</i>	Lecturers give tasks to be done in groups about the scope of philosophy of science, the position of Philosophy of Science in science and philosophy as well as the characteristics of scientific knowledge. (<i>collaboration, communication, critical thinking, innovation, problem solving)</i>	TM: 2x50' BT: 2x60' BM: 2x60'	Study of journals and books that are relevant to the scope of philosophy of science, the position of Philosophy of Science in science and philosophy as well as the characteristics of scientific knowledge (Suriasumantri, Jujun S., (2005), <i>Philosophy of Science an Introduction</i> , Jakarta: Sinar Harapan; Bronowsky, B. 1986, <i>The Ascent of Man</i> , Longman. Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i> , Bandung: Remaja Rosdakarya; Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i> , Bandung: Remaja Rosdakarya)	Assignment: <ul style="list-style-type: none"> The results of the study of the scope of the philosophy of science, the position of the Philosophy of Science in science and philosophy as well as the characteristics of scientific knowledge. This assignment is prepared in the form of PPT to be presented at the next meeting and in the form of a word file to be submitted to the lecturer who teaches the course

6	Examining the Scientific Approach of Plato and Aristotle, <i>Body of knowledge</i> (Paradigms and Transformations)	Cenvy Scientific Knowledge	Explaining and analyzing about Cenvy scientific knowledge	Face-to-face virtually through <i>zoom</i> meetings to analyze about Cenvy scientific knowledge. In addition, students present assignments assigned at previous meetings (<i>collaboration, communication, creativity, critical thinking, innovation, problem solving</i>)	Lecturers give assignments to be done in groups about Cenvy of Scientific Knowledge. (<i>collaboration, communication, critical thinking, innovation, problem solving</i>)	TM: 2x50' BT: 2x60' BM: 2x60'	Study journals and books relevant to Cenvy Scientific Knowledge. (Suriasumantri, Jujun S., (2005), <i>Philosophy of Science an Introduction</i> , Jakarta: Sinar Harapan; Bronowsky, B. 1986, <i>The Ascent of Man</i> , Longman.Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i> , Bandung: Remaja Rosdakarya; Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i> , Bandung: Remaja Rosdakarya)	Assignment: <ul style="list-style-type: none"> • The results of the study of Cenvy of Scientific Knowledge • This assignment is prepared in the form of PPT to be presented at the next meeting and in the form of a word file to be submitted to the lecturer who teaches the course
7	Examining how philosophy of science works (creative-analysis and Reflection)	Cara work philosophy of science (creative-analysis and Reflection) <ul style="list-style-type: none"> • Therelationship between science and technology, culture and education • Thedevelopment of science as a culminating point of human development 	Explaining and analyzing the work of the philosophy of science (creative-analysis and Reflection) <ul style="list-style-type: none"> • Therelationship between science and technology, culture and education • The development of science as a 	Face virtually through <i>zoom meetings</i> to analyze the work of philosophy of science (creative-analysis and Reflection) <ul style="list-style-type: none"> • Therelationship between science and technology, culture and education • The development of science as a culminating point 	Lecturers give assignments to be done in groups about the work of philosophy of science (creative-analysis and Reflection) <ul style="list-style-type: none"> • Therelationship between science and technology, culture and education • The development of science as a culminating point 	TM: 2x50' BT: 2x60' BM: 2x60'	Kajian Journals and books relevant to Cenvy Scientific Knowledge. (Suriasumantri, Jujun S., (2005), <i>Philosophy of Science an Introduction</i> , Jakarta: Sinar Harapan; Bronowsky, B. 1986, <i>The Ascent of Man</i> , Longman.Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i> , Bandung: Remaja Rosdakarya; Kuhn. T.S. 1993. <i>The Role of Paradigms in the Sain Revolution</i> ,	Assignment: <ul style="list-style-type: none"> • The results of the study ofthe work of the philosophy of science (creative-analysis and Reflection) • This assignment is prepared in the form of PPT to be presented at the next meeting and in the form of a word file to be submitted to the

			culminating point of human development	of human development. • In addition, students present assignments assigned at previous meetings <i>(collaboration, communication, creativity, critical thinking, innovation, problem solving)</i>	of human development <i>(collaboration, communication, critical thinking, innovation, problem solving)</i>		Bandung: Remaja Rosdakarya)	lecturer who teaches the course
8	UTS							
9	<i>Project:</i> Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science	Study of Journals and Books based on specified themes related to the Philosophy of Advanced Science	Able to study and analyze themes related to the Philosophy of Advanced Science		Students do independent assignments in groups to examine themes relevant to the Philosophy of Advanced Sciences <i>(critical thinking, innovation, problem solving)</i>	BT: 2x60' BM: 2x60'	Jurnal studies and relevant books and case studies related to the themes of the Philosophy of Advanced Sciences	Assignment: The results of the assessment of the progress of the final product work
10	<i>Project:</i> Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science	Study of Journals and Books based on specified themes related to the Philosophy of Advanced Science	Able to study and analyze themes related to the Philosophy of Advanced Science		Students do independent assignments in groups to examine themes relevant to the Philosophy of Advanced Sciences	BT: 2x60' BM: 2x60'	Jurnal studies and relevant books and case studies related to the themes of the Philosophy of Advanced Sciences	Assignment: The results of the assessment of the progress of the final product work

					<i>(critical thinking, innovation, problem solving)</i>			
11	<i>Project: Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science</i>	Study of Journals and Books based on specified themes related to the Philosophy of Advanced Science	Able to study and analyze themes related to the Philosophy of Advanced Science		Students do independent assignments in groups to examine themes relevant to the Philosophy of Advanced Science <i>(critical thinking, innovation, problem solving)</i>	BT: 2x60' BM: 2x60'	Journal studies and relevant books and case studies related to the themes of the Philosophy of Advanced Sciences	Assignment: The results of the assessment of the progress of the final product work
12	<i>Project: Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science</i>	Study of Journals and Books based on specified themes related to the Philosophy of Advanced Science	Able to study and analyze themes related to the Philosophy of Advanced Science		Students do independent assignments in groups to examine themes relevant to the Philosophy of Advanced Sciences <i>(critical thinking, innovation, problem solving)</i>	BT: 2x60' BM: 2x60'	Journal studies and relevant books and case studies related to the themes of the Philosophy of Advanced Sciences	Assignment: The results of the assessment of the progress of the final product work
13	<i>Project: Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science</i>	Study of Journals and Books based on specified themes related to the Philosophy of Advanced Science	Able to study and analyze themes related to the Philosophy of Advanced Science		Students do independent assignments in groups to examine themes relevant to the Philosophy of Advanced Sciences <i>(critical thinking, innovation, problem solving)</i>	BT: 2x60' BM: 2x60'	Journal studies and relevant books and case studies related to the themes of the Philosophy of Advanced Sciences	Assignment: The results of the assessment of the progress of the final product work
14	<i>Project: Conducting Journal and Book Studies based on</i>	Study of Journals and Books based on specified themes	Able to study and analyze themes related to the		Students do independent assignments in	BT: 2x60'	Journal studies and relevant books and case studies related to	Assignment:

	specified themes related to the Philosophy of Advanced Science	related to the Philosophy of Advanced Science	Philosophy of Advanced Science		groups to examine themes relevant to the Philosophy of Advanced Sciences (<i>critical thinking, innovation, problem solving</i>)	BM: 2x60'	the themes of the Philosophy of Advanced Sciences	The results of the assessment of the progress of the final product work
15	<i>Project:</i> Conducting Journal and Book Studies based on specified themes related to the Philosophy of Advanced Science	Study of Journals and Books based on specified themes related to the Philosophy of Advanced Science	Able to study and analyze themes related to the Philosophy of Advanced Science		Students do independent assignments in groups to examine themes relevant to the Philosophy of Advanced Sciences (<i>critical thinking, innovation, problem solving</i>)	BT: 2x60' BM: 2x60'	Journal studies and relevant books and case studies related to the themes of the Philosophy of Advanced Sciences	Assignment: The results of the assessment of the progress of the final product work
16	UAS	Final Semester Exam in the Form of Essay Test. Students collecting the final project in the form of scientific articles as a result of journal studies and books that have been presented and reviewed and edited by the team / lecturers who teach this course and will then be submitted to reputable journals						

ATTACHMENT

- **Task Hints**. If there is a task, let alone a task in the form of a project, it is recommended that there are task instructions, so that it is clear to students.
- Scale/Rubric of task assessment, presentation or attitude

WEIGHT OF ASSESSMENT

COMPONENT	WEIGHTS (%)
Task-1(Group Presentation)	10
Task-2 (Group Presentation)	10
Task-3 (Group Presentation)	10
Task-4 (Group Presentation)	10
Task-5 (Group Presentation)	10
Task -6 (Group Presentation)	10
Task -7 (Group Presentation)	10
UTS & UAS (<i>Written Exam and Project</i>)	30

GRADUATION KITERIA

Mastery Rate (%)	Letter	Number	Information
86 – 100	A	4,0	Pass
81 – 85	A-	3,7	Pass
76 – 80	B+	3,3	Pass
71 – 75	B	3,0	Pass
66 – 70	B-	2,7	Haven't Graduated Yet
61 – 65	C+	2,3	Haven't Graduated Yet
56 – 60	C	2,0	Haven't Graduated Yet
51 – 55	C-	1,7	Haven't Graduated Yet
46 – 50	D	1,0	Haven't Graduated Yet
0 – 45	And	0,0	Haven't Graduated Yet

KITERIA UTS AND UAS ASSESSMENT

Assessment Components	Shoes	Assessment Criteria
CONTENT	0 - 10	Students answer questions correctly, analytically, critically, high-level thinking skills
ORGANIZATION	0 – 6 points	Answers are correct and have an introduction, content, and conclusion
a Introduction	2	Correct answer and there are predecessors
b Fill	2	Fill in the correct answer
c Conclusion	2	The conclusion is correct and clear
PROCESS		
(a) Solution	0 – 6 points	
✓ Just	2	If the solution is accurate
✓ Be consistent internally	2	If the solution is consistent and logical
✓ Originality	2	If the solution is original or original
(b) Argument	0 – 6 points	
✓ Just	2	If the arguments given are accurate
✓ Be consistent internally	2	If the arguments given are consistent
✓ Original/Creative	2	If the arguments given are original and creative
Maximum Score	22 Points	

PROJECT BASE TASK INSTRUCTIONS

Courses (credits)	Philosophy of Advanced Science (2 credits)
Semester	Ganjil 202 1-20 22 (September-December 2022)
Courses of study	Doctoral Study Program in Educational Technology
Tasks to:	Final Project (Project)
Task name	Conducting Studies
Purpose of the task	Students are able to conduct scientific studies of journals and books and based on case studies that are relevant to the themes of Educational Technology Literacy
Job Description	<ol style="list-style-type: none"> 1. Students in the group reviewed a number of journals and books or conducted case studies to find: <ul style="list-style-type: none"> • Topics relevant to educational technology literacy • Theoretical framework for the article to be developed • Methods used to develop articles as the end product of the course 2. The results of the study were consulted with the lecturer who taught the course to get feedback for the next process 3. Draft articles are consulted with course lecturers 4. If the draft is approved, then the next stage is to finalize the scientific article 5. The results of the study in the form of scientific articles were presented in a class discussion forum to get constructive input 6. The final revision of the article was carried out after receiving input from the lecturer who taught the course as well as a number of inputs during the discussion forum in the classroom 7. Scientific Articles submitted to Reputable Journals
Time	Tasks created for 7 weeks
Technical instructions	<ol style="list-style-type: none"> 1. Tasks are performed in groups 2. The results of the study were consulted with the lecturer who taught the course to get feedback for the next process 3. Draft articles are consulted with course lecturers 4. If the draft is approved, then the next stage is to finalize the scientific article 5. The results of the study in the form of scientific articles were presented in a class discussion forum to get constructive input 6. The final revision of the article was carried out after receiving input from the lecturer who taught the course as well as a number of inputs during the discussion forum in the classroom 7. Scientific Articles submitted to Reputable Journals

ASSESSMENT SHEET
Scientific Articles

Study program :
 Courses :
 Semester :
 Student name:
 Tasks/products :
 Assessment date :

No	Assessed aspects	Weight (%)	Shoes (1-5)	Value (bobotxskor)
1	Use of references/sources	10		
2	Theory support (relevance of theory)	10		
3	Comprehensive review (various perspectives)	10		
4	Originality of the work	15		
5	Novelty/innovation	20		
6	Practicality (ease of use)	15		
7	Product expediency/effectiveness	20		
Sum		100		
Average value (end)				

Information:
 1= very lacking
 2= less
 3= enough
 4= good
 5= excellent

Jakarta, July 2022
 Appraiser,

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ATTITUDES/PERSONALITIES

Study program :
Courses :
Semester :
Student name:
Tasks/products :
Assessment date :

No	Assessed aspects	VALUE (1-5)
1	Notability/participation	
2	Honesty	
3	Discipline	
4	Tanggung jawab	
5	Collaborate	
6	Critical	
AVERAGE VALUE		

Information:

1= very lacking

2= less

3= enough

4= good

5= excellent

Jakarta, July 2022

Appraiser,

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ASSESSMENT SHEET GROUP PRESENTATIONS

Study program :
 Courses :
 Semester :
 Student name:
 Task/product : Group Presentation
 Assessment date :

NO	ASPECTS	S	N	NOTE
I	Papers	(1)		
	1. Readiness	0.2		
	2. Systematics	0.2		
	3. Contains important concepts ² from Journal / Book Studies	0.6		
II	Serving	(5)		
	1. Clearly state the core content of the Subject Matter	1.5		
	2. Kajian/Kontekstuasi	2		
	3. Using PPT/Video or other relevant tools	0.5		
	4. Provide responses to the content of the Chapter	0.5		
	5. Communication Skills	0.5		
III	Discussion	(3)		
	1. Ability to express opinions critically	1		
	2. Response to a question or comment	1		
	3. Consistency of the discussion material with the subject matter	1		
IV	Group Cooperation	(1)		
	1. Liveliness	0.3		
	2. Responsibility	0.3		
	3. Responses	0.2		
	4. Teamwork	0.2		
	Sum	(10)		

Appraiser Name: _____