

SEMESTER LESSON PLAN
(RPS)

COURSES	:	S3 Educational Technology
COURSES	:	Leadership In Learning Organizations
WEIGHT	:	3 Credits
LECTURERS	:	Prof. Dr. M. Japar, M. The



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
Leadership In Learning Organizations	00000012	3	Complete	16 Weeks (September-December 2021)	2 September 2021
AUTHORIZATION	Lecturers		Reviewer/Quality Assurance		Head of Study Program
	Prof. Dr. M. Japar, M. The			Dr. Moch. Sukardjo, M.Pd
DESCRIPTION	A systemic discussion of what and why every organization needs to develop itself by learning faster, more advanced, more functional, cheaper and more effectively; how to make the organization able to face the challenges of rapid and unpredictable environmental change. Specifically discussed how leaders in organizations learn to carry out their roles and responsibilities so that their organizations can survive and develop. The discussion is not only conceptual, but also contextually by choosing various cases related to changes in the organization and the role of its leaders.				
GRADUATE LEARNING OUTCOMES (CPL)	Attitude	1. Be devoted to God Almighty and be able to show a religious attitude (S-1); Contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila (S-3); Acting as citizens who are proud and love the homeland, have nationalism and a sense of responsibility to the state			

		and nation (S-4); Internalizing academic values, norms, and ethics (S-8); and Demonstrate an attitude of responsibility for work in their field of expertise independently (S-9)
	General experience	2. 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 (K-1) 3. Able to compile interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical studies and / or experiments in the fields of science, technology, art, and the innovations it produces in the form of desertation, as well as publish 2 writings in indexed international scientific journals with collaboration across digitally documented study programs (K-2)
	Knowledge	4. Mastering theory, approach and system thinking, design models and learning development to expand and develop digital-based Educational Technology areas (P-1)
	Special skills	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) 6.
COURSE LEARNING OUTCOMES (CPMK)	CPMK	
	Sub-CPMK	
	1. Development of leadership theory in learning organizations through research using interdisciplinary, multidisciplinary, and transdisciplinary approaches;	1.1 Review of leadership theory in learning organizations 1.2 Review of leadership theory with interdisciplinary, multidisciplinary, and transdisciplinary approaches
	2. Producing original, innovative, tested and published works in accredited journals at the national and international levels in the field of leadership in learning organizations;	2.1 Original, innovative and tested student work in the field of leadership in learning organizations 2.2 Student work is published at the international, national level
3. Develop, implement, and develop policies/programs for organizational development learning through dynamic leadership;	3.1 Develop policies/programs for the development of learning organizations with dynamic leadership 3.2 Implementing policies/programs for the development of learning organizations with dynamic leadership 3.3 Develop policies/programs for learning organizations with dynamic leadership	

	4. Following and mastering the development of organizational theory, learning organizations, learning organizational models, and leadership patterns in the realm of educational technology	4.1 The development of the theory of learning organizations 4.2 The development of learning organizations 4.3 Leadership models in the realm of TP
	5. Leading organizations to learn as designers, resource persons, and servants responsibly so that they can develop and compete;	5.1 Lead learning organizations as designers and resource persons 5.2 Lead the organization to learn as a servant responsibly to develop rapidly and compete
	6. Developing organizational human resources by applying the principles of lifelong learning by using ethically and appropriately learning technology and various learning resources	6.1 Development of human resources in the organization of learning 6.2 Ethical and appropriate application of lifelong learning principles 6.3 Learning technology and various learning resources
Study Materials	STUDY MATERIALS/ SUBJECT MATTER	SUB- STUDY MATERIALS /SUB-SUBJECT MATTER
	1. Introduction to Lectures Discussion of lecture contracts	1.1. Decryption of learning organizational leadership courses 1.2. College Contract
	2. Learning organizations	2.1. Review of leadership theory in learning organizations 2.2. Review of leadership theory with interdisciplinary, multidisciplinary, and transdisciplinary approaches
	3. Learning organizations	3.1. Organizational theory of learning through an interdisciplinary approach 3.2. Organizational theory of learning through a multidisciplinary approach 3.3. Organizational theory learns through a t ransdisciplinary approach
	4. Organizational disciplines of learning	4.1. Deepening organizational theory of learning through an interdisciplinary approach 4.2. Deepening organizational theory learning through a multidisciplinary approach

		4.3. Deepening the theory of learning organizational learning through a disciplinary approach
	5. Organizational disciplines of learning	5.1. Original course output 5.2. The output of the course in the published
	6. Learning organizational model	6.1. Original, innovative and tested student work in the field leadership in learning organizations 6.2. Student work is published at the international, national level
	7. Learning organizational model	7.1. Original, innovative and tested student work in the field leadership in learning organizations 7.2. Student work is published at the international, national level
	8. Learning organizational model	8.1. Original, innovative and tested student work in the field leadership in learning organizations 8.2. Student work is published at the international, national level
	9. Leadership	9.1. Develop policies/programs for the development of learning organizations with dynamic leadership 9.2. Implementing policies/programs for the development of learning organizations with dynamic leadership 9.3. Develop policies/programs for learning organizations with dynamic leadership
	10. Leadership	10.1. The development of organizational theory 10.2. The development of learning organizations 10.3. Leadership models in the realm of TP
	11. Leadership style in learning organizations	11.1. Lead learning organizations as designers and resource persons 11.2. Lead the organization to learn as a servant in a responsible for rapidly developing and competing
	12. Leadership style in learning organizations	12.1. Development of human resources in the organization of learning 12.2. Ethical and appropriate application of lifelong learning principles 12.3. Learning technology and various learning resources

	13. Research on leadership in learning organizations	13.1. Project
	14. Research on leadership in learning organizations	14.1. Project
	15. Research on leadership in learning organizations	15.1. Project
LEARNING ACTIVITIES	Pedekatan	<p><i>Student centered learning.</i></p> <p>The learning model is based on adult learning principles with learning strategies oriented to the interests and learning styles of students through interactive and critical discussions academically, prioritizing reasoning and scientific argumentation as a result of understanding theories and research results from various sources.</p> <ol style="list-style-type: none"> 1. The learning method encourages the process of learning each other and teaching collegially between students and between students and lecturers. 2. Student learning outcomes are demonstrated in various concepts and innovative thoughts in the field of leadership in learning organizations that are delivered orally or scientific papers with doctoral candidate standards. 3. The approach applied in this course is adult learning (andragogy / adult learning) using more discussion techniques than lectures. 4. Referring to the gains from reading or personal experience, students are expected to actively give opinions or propose things that need to be discussed. 5. This lecture is more of an effort to learn from lecturers and students by prioritizing presentations, discussions and arguments on various issues identified as the subject matter.
	Methods/strategies	<i>cased method, project based learning.</i> Case studies, journal studies, book reviews
	Mode of activity	<i>Hybrid learning: Synchronous and Asynchronous models.</i>
	Assignment	<p>Analisis case, project task in groups.</p> <p>Individual tasks</p> <ol style="list-style-type: none"> 1. Make 10 book annotations about 250 - 500 words long for each book title and

		<p>2. Critical review of one journal article (preferably nationally or internationally accredited) is related to the content of this course by using references sourced from at least 5 (five) references (three in the form of scientific journal articles and two textbooks) along approximately 3,000 words. Critical studies contain 25% descriptions and 75% student opinions on the topics discussed</p>
VALUATION	Methods/techniques	<p>Written exams, Performance Appraisal, Product Appraisal, Attitude Assessment.</p> <p>Learning outcomes in mastering and applying theory are carried out in the form of quizzes, mastery tests, assignments (annotating, critical study of articles, case analysis), presentation of papers, uts and uas, as well as student activity in lecture activities. The terms of the assessment are regulated as follows.</p> <ol style="list-style-type: none"> 1. As a reference for the assessment, it was held <ol style="list-style-type: none"> a. at least 4 quizzes, b. 2 (two) mastery tests, c. 2 (two) individual tasks, d. at least 1 (one) group task, e. UTS dan f. UAS. <p>Quizzes are given in the form of multiple choices or essays before (to find out the readiness of students to take lectures) or after lectures (to find out students' understanding of the material that has been discussed). The Mastery Test is given after discussing one or more specific subjects.</p> 2. The scores for the quiz component, mastery tests and assignments are set based on the average score obtained by him (at least 60% of the total number) . If students complete quizzes, mastery tests and assignments of less than 60%, the average score for that component is divided by the total number of obligations (quizzes, mastery tests, and assignments). 3. In groups, students present the subject matter selected from the syllabus with the provisions <ol style="list-style-type: none"> a. one group of no more than 3 people, b. each member of the group studies and understands the subject matter as a whole, c. using power points in the presentation (without papers), d. hold a discussion on the subject matter, and e. students outside the group conduct an assessment of the group presentation. The group presentation value is a combined value between the average score given by students and those

given by lecturers. The exposure time is 30 minutes, the discussion is 75 minutes, and the lecturer's response is 30 minutes.

4. Group exposure begins on time and if there is a group member who is late or absent, the person concerned must move and become the next group member to obtain the value of the group presentation.
5. UTS and UAS are awarded in the form of essays. UTS covers subjects covered in the first half of the semester and UAS covers all subjects in one semester. UTS and UAS are organized in the classroom or outside the classroom according to the agreement between students and lecturers.
6. If there are symptoms of the results of the assignment or student's answers are the same as other students or copied from other sources, then the student concerned is considered to have violated the academic code of ethics and is declared not to have passed this course.
7. In this course, students are not burdened with additional assignments or exams to improve their grades.
8. The final assessment of the level of mastery is given in the form of letters (A, B, C or BL) and numbers (range 4 to 2.5). The final assessment is an amalgamation of scores obtained on other tests and/or assessments

Assessment Strategy	Assessed Aspects			
	Attitude	General Skills	Special Skills	Knowledge
Achievement test (<i>Achievement test</i>)	○	◐	●	●
Performance Appraisal	◐	●	●	●
Portfolio	◐	●	◐	◐

umber : Esdal, Lars. *Defining & Measuring Student-Centered Outcomes. Education Evolving, 2018, pp. 19)*

Information:

- Not used in assessment
- ◐ Sometimes used in certain assessment cases

		<ul style="list-style-type: none"> ● Often used to assess the skill in question - Attitudes (includes relevant 21st Century Skills) - General Skills (Includes 21st Century Skills and relevant digital Literacy) - The assessment strategy is adjusted to the activities carried out by students in the course. - 21st Century Skills adapt the Permendikbud which consists of 6 C' s, namely: <i>Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion and Civic responsibility.</i>
	Instrument	<p>Writing questions, Rating <i>scale</i>, Rubric .</p> <p>1. Instruments: <i>write down the type of test (e.g. multiple choice or essay), instruments and rubrics for assessing the academic/portfolio product used. (Attach instruments and assessment rubrics in this RPS document)</i></p> <p>Rubrics are guidelines or assessment guidelines that describe the desired criteria in assessing or leveling the results of student learning performance. The rubric consists of dimensions or aspects that are assessed and criteria for student learning outcomes ability or indicators of student learning achievement.</p> <p>The purpose of the assessment using rubrics:</p> <ul style="list-style-type: none"> • Clarify the dimensions or aspects and levels of assessment of student learning outcomes; • can be a driver or motivator for students to achieve their learning outcomes. <p>Rubrics can be comprehensive or generally applicable and can also be specific or only applicable to a particular topic or a particular learning outcome.</p> <p>A portfolio is an instrument / document for assessing learning outcomes that is based on a collection of information that shows the progress of student CPL achievement in a certain period.</p>

The information can be in the form of student work from the learning process that is considered the best or student work that shows the development of their ability to achieve learning outcomes.

2. Assessment/graduation criteria

Students are categorized as passing this course if they have a final grade of at least B based on the following assessment range:

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

REFERENCE

Main

1. Cunningham, W. G. & Cordeiro, P. A. (2003). Educational leadership :A problem based approach. Boston,MA : Allyn & Bacon
2. Easterby-Smith, M., Araujo, L. & Burgoyne, J. (1999). Organizational learning and the

		<p>learning organization, London: Sage Publication Ltd</p> <ol style="list-style-type: none"> 3. Goldsmith, M., M., H., & Ogg., A.J. (2004). Leading organizational learning: Harnessing power of knowledge. San Fransisco: Jossey-Bass 4. Kasali, R. (2006). Change. Jakarta: PT Gramedia Pustaka Umum 5. Law, S and Glower, D. (2000). Educational leadership and learning. Buckingham : Open University Press. 6. Li Lanqing. (2005). Education for 1.3 billion. Beijing: Pearson Education 7. Marquardt, M. J. (2011). Building the learning organization. New York : Nicholas Brealey Publishingl 8. Senge, P. et al. (2006). The fifth discipline: The art and practice of the learning organization. New York: Doubleday. 9. Shelton, K. (ed). (1997). A new paradigm of leadership: Visions of excellence for 21 st century organizations. Provo: Executive Excellence Publishing.
	Supporter	<ol style="list-style-type: none"> 1. Baets, W. (ed). (2005). Knowledge management and management learning : extending the horizons of knowledge-based management. New York: Springer 2. Fullan, M. (2007). Educational leadership. San Fransisco: John Wiley & Sons, Inc. 3. Gibson, J. et al. (1997). Organizations : behavior, structure, processes. Chicago, : Irwin Inc. Co, 4. Guns, B. (1996). The faster learning organization : Gain and sustain the competitive edge. London; Pfeiffer & Co. 5. Kasali, R. (2006). Change. Jakarta: PT Gramedia Pustaka Umum Law, S & Glower, D. (2000). Educational leadership and learning. Buckingham : Open University Press. 6. Marquardt, M. J. (2011). Building the learning organization. New York : Nicholas Brealey Publishingl 7. Nanus, B. and Stephen M. D. (1999). Leaders who make a difference : Essential strategies for meeting the nonprofit challenge. San Francisco : Jossey-Bass Publishers. 8. Senge, P. M. () The fifth discipline fieldbook: Strategies for building a learning organization. New York 9. Senge, P. M. Et al. (1999) The dance of change: The challenges to sustaining

	<p>momentum in a learning organization (A fifth discipline resource). New York: Crown Business</p> <p>10. Senge, P. et al. (2000). Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education. New York: Doubleday</p> <p>11. Shelton, K. (ed). (1997). A new paradigm of leadership: Visions of excellence for 21st century organizations. Provo: Executive Excellence Publishing</p>
REQUIRED COURSES	Organizational leadership Learn

DETAILS OF THE ACTIVITY PLAN								
Week To:	Learning Outcomes (Sub-CPMK)	Material (Study Material)	Success Indicators	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)
1-3	Development of leadership theory in learning organizations through research using interdisciplinary, multidisciplinary	<ul style="list-style-type: none"> Learning Organizations 	<ul style="list-style-type: none"> Analyze a review of the theory of leadership in learning organizations. Analyze leadership theory with interdisciplinary, 	Virtual face-to-face via <i>zoom meeting</i> : <ul style="list-style-type: none"> The theory of leadership in learning organizations 	<ul style="list-style-type: none"> Lecturer Presentations and brainstorming. Student Presentations and 	TM: 3x50' BT: 3x60' BM: 3x60'	<ul style="list-style-type: none"> Case studies journal studies and book 	Assignment: Study Results <ul style="list-style-type: none"> A review of the theory organization in Learning

	, and transdisciplinary approaches;		multidisciplinary, and transdisciplinary approaches	<ul style="list-style-type: none"> • Review of leadership theory with interdisciplinary, multidisciplinary, and transdisciplinary approaches 	class discussions.			
4-7	Producing original, innovative, tested and published works in accredited journals at the level of learning organizational disciplines	<ul style="list-style-type: none"> • Organizational disciplines of learning 	<ul style="list-style-type: none"> • Producing original, innovative and tested student work in the field of leadership in learning organizations • Producing student work published at the international, national level 	<p>Virtual face-to-face via <i>zoom meeting</i>: external</p> <ul style="list-style-type: none"> • original, innovative and tested student work in the field of leadership in learning organizations • The output of student work is published at the 	<ul style="list-style-type: none"> • Student Presentations and class discussions. 	<p>TM: 3x50'</p> <p>BT: 3x60'</p> <p>BM: 3x60'</p>	<ul style="list-style-type: none"> • Case studies • journal studies and • book 	<p>Study Results</p> <ul style="list-style-type: none"> • Discipline in learning organizations

				international , national level				
8	UTS							
9-10	Develop, implement, and develop policies / programs for the development of learning organizations through the learning organization model	<ul style="list-style-type: none"> • Leadership 	<ul style="list-style-type: none"> • Analyze the structure of policies / programs for the development of learning organizations with dynamic leadership • Analyze the application of policies / programs for the development of learning organizations with dynamic leadership • Analyze the development of policies / programs of learning 	<p>Virtual face-to-face via <i>zoom meeting: analysis</i></p> <ul style="list-style-type: none"> • Leadership 	<ul style="list-style-type: none"> • Student Presentations and class discussions. 	<p>TM: 3x50'</p> <p>BT: 3x60'</p> <p>BM: 3x60'</p>	<ul style="list-style-type: none"> • Case studies • journal studies and • book 	<p>Study results:</p> <ul style="list-style-type: none"> • Leadership in Developing, implementing and developing policies / organizational development programs learn with dynamic leadership

			organizations with dynamic leadership					
11-12	Following and mastering the development of organizational theory, learning organizations, learning organizational models, and leadership patterns in the realm of educational technology	<ul style="list-style-type: none"> • Leadership style in learning organizations 	<ul style="list-style-type: none"> • Analyzing the development of leadership theory in learning organizations • Analyzing the development of leadership in learning organizations • Analyzing leadership models in the realm of Educational Technology 	Virtual face-to-face via <i>zoom meeting: analysis</i> <ul style="list-style-type: none"> • Leadership style in learning organizations 	<ul style="list-style-type: none"> • Student Presentations and class discussions. 	TM: 3x50' BT: 3x60 BM: 3x60	<ul style="list-style-type: none"> • Case studies • journal studies and • book 	Study Results: <ul style="list-style-type: none"> • Leadership style in learning organizations
13	Leading organizations to learn as designers, resource persons, and servants responsibly so	<ul style="list-style-type: none"> • Research on leadership in learning organizations 	<ul style="list-style-type: none"> • Analyzing the dream of learning organizations as designers and resource persons • Analyzing the implosion of organizations 	Virtual face-to-face via <i>zoom meeting: Analysis of leadership in learning organizations</i>	Student Presentations and class discussions	TM: 3x50' BT: 3x60' BM: 3x60'	<ul style="list-style-type: none"> • Case studies • journal studies and • book 	Scientific articles as a result of student projects

	that they can develop and compete;		learning as servants responsibly to develop rapidly and compete					
14-15	Developing organizational human resources by applying the principles of lifelong learning by using ethically and appropriately learning technology and various learning resources	<ul style="list-style-type: none"> • Research on leadership in learning organizations 	<ul style="list-style-type: none"> • Analyzing the development of human resources in learning organization • Analyzing the application of lifelong learning principles ethically and appropriately • Analyzing the technology of learning and various learning resources 	Virtual face-to-face via <i>zoom meeting</i> : Analysis of leadership in learning organizations	Student Presentations and class discussions	TM: 3x50' BT: 3x60' BM: 3x60'	<ul style="list-style-type: none"> • Case studies • journal studies and • book 	Scientific articles as a result of student projects
16	UAS							

ATTACHMENT

- **Task Hints**. If there is an assignment, let alone a task in the form of a project, then 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 (Student presentation)	10
Task-2 (Student presentation)	10
Task-3 (<i>case based</i>)	20
Task-4 (<i>case based</i>)	20
UTS	10
UAS (<i>project based</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 are able to conduct critical review cases with analytical, critical, high-level thinking skills
ORGANIZATION	0 – 6 points	Depth and sharpness of analysis on the background of problems, methods, discussions and conclusions as well as subsequent recommendations
a Introduction	2	Depth and acumen in analyzing the analysis and contained in the background of problems, methods, discussions, conclusions and recommendations.
b Fill	2	The sharpness and depth of analysis of the contents as well as the clarity of the analysis
c Conclusion	2	The conclusions of the analysis clearly describe the findings.
PROCESS		
(a) Solution	0 – 6 points	
✓ Just	2	If the solution is accurate
✓ Be consistent internally	2	When the solution is logical and consistent
✓ Originality	2	If the solution is original
(b) Argument	0 – 6 points	
✓ Just	2	If the arguments given are accurate
✓ Be consistent internally	2	If the arguments given are consistent arguments
✓ Original/Creative	2	If the arguments given are original and innovative and varied
Maximum Score	22 Points	

PROJECT TASK INSTRUCTIONS

Courses (credits)	Organizational Leadership in Learning (3 credits)
Semester	Even 2021-2022 (January-June 2021)
Courses	Postgraduate S3 Educational Technology UNJ
Tasks to:	Final Project
Task name	
Doa critical review of the article.	
Purpose of the task	Students are able to conduct critical reviews of an article and criticize based on journals, books and those that are in accordance with the theme of the leadership of the learning organization that is happening.
Job Description	<p>Individual/group papers on book annotations and critical review of article articles (scientific critical studies) with various reference sources of journals, books, case studies on leadership organization learning at the present moment</p> <ol style="list-style-type: none"> 1. Create 10 book annotations with about 250 - 500 words for each book title 2. Critical review (critical review) of one journal article (preferably nationally or internationally accredited) is related to the content of this course by using references sourced from 10 (ten) references (seven in the form of reputable scientific journal articles and three textbooks) along approximately 3,000 words. 3. The critical study contains 25% descriptions and 75% of student opinions on the topics discussed.
Time	Tasks created over 4 weeks
Technical instructions	<ol style="list-style-type: none"> 1. Assignments are done by students individually / in groups 2. The results of the critical review are consulted to the lecturer 3. The results of the critical review are returned to students for revision 4. After being revised by students, the results of the kembali review were consulted to the lecturer. 5. The results of the critical review that have been approved by the lecturer are ready to be submitted

	<p>6. Articles in the form of critical reviews are ready to be submitted.</p> <p>7. Critical review articles are published in reputable journals at both the International and National levels</p>
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ASSESSMENT SHEET
Scientific Articles

Courses:.....

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,December 2021

Assessment

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**ASSESSMENT SHEET
ATTITUDES/PERSONALITIES**

Courses:.....

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,December 2021
Assessment

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**ASSESSMENT SHEET
GROUP PRESENTATIONS**

Courses:.....

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/Kontekstulasi	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's Name:
