

# SEMESTER LESSON PLAN (RPS)

COURSES	:	S3 Educational Technology
COURSES	:	Instructional System Development
WEIGHT	:	3 credits
LECTURERS	:	Prof. Dr. Atwi Suparman, M.Sc. Dr. Rusmono, M.Pd



POSTGRADUATE  
JAKARTA STATE UNIVERSITY  
2022





**JAKARTA STATE UNIVERSITY  
FACULTY OF EDUCATION  
S3 EDUCATIONAL TECHNOLOGY STUDY PROGRAM**

**SEMESTER LESSON PLAN  
(RPS)**

COURSES	CODE	WEIGHTS (CREDITS)	SEMESTER	TIME	DATE OF DRAFTING
Instructional System Development	602	3	Odd	16 Minggu (September-December 2020)	2 September 2020
<b>AUTHORIZATION</b>	<b>Lecturers</b>		<b>Reviewer/Quality Assurance</b>		<input type="checkbox"/> <b>the advantage of Prodi</b>
	Prof. Dr. Atwi Suparman, M.Sc. Dr. Rusmono, M.Pd		Dr. Nurjanah, M.Pd Ade Dwi Utami, P.hD		Dr. Moch. Sukardjo, M.Pd
<b>DESCRIPTION</b>	<p>This <i>Instructional System Development</i> course refers to the <i>design</i> and <i>development</i> areas of 5 areas of Instructional Technology (TP: <i>Instructional Technology</i>) studies consisting of:</p> <ol style="list-style-type: none"> <li>1. Design;</li> <li>2. Development;</li> <li>3. Utilization;</li> <li>4. Management;</li> <li>5. Evaluation.</li> </ol> <p>This Instructional System Development subject discusses various concepts, principles and procedures in the process of developing an instructional system system systematically and systematically. Starting from the process of analyzing instructional needs to the preparation of instructional strategies followed by the process of selecting and or preparing the initial draft of <i>instructional materials (instructional material development)</i>. The initial draft can be in the form of print and or non-print media. At this point, the content of the Instructional Design course (TP 601) which took place last semester was declared complete.</p>				

	<p>Furthermore, the Structural System Development course (TP 706) discusses the process of reviewing the initial draft before conducting a formative evaluation. The design and implementation of formative evaluations are discussed in depth, both in terms of theory and practice. Through this Instructional System Development process, you will eventually come up with a learning model that is ready to be implemented in the field.</p> <p>To broaden the theoretical horizons of Instructional System Development, students will be intensively involved in listening to various instructional design model books through book reviews of six <i>instructional design textbooks</i>. In the process of dissection of the book, students conduct group discussions, make presentation materials, and present their contents. The presentation will be discussed by other groups so that the classroom atmosphere is like a seminar between students. With such a process you learn from two sources namely from various textbooks and from peers in the classroom.</p>			
<b>GRADUATE LEARNING OUTCOMES (CPL)</b>	Attitude	<ol style="list-style-type: none"> <li>1. Internalizing academic values, norms, and ethics (S8)</li> <li>2. Demonstrate an attitude of responsibility for work in their field of expertise independently. (S9)</li> </ol>		
	General experience	<p>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)</p>		
	Knowledge	<p>Mastering theory, approach and system thinking, design models and learning development to expand and develop the Educational Technology (P1) area</p>		
	Special skills	<ol style="list-style-type: none"> <li>1. 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)</li> <li>2. Able to develop learning and training systems or models for use in government institutions and the industrial business world (KK 2)</li> </ol>		
<b>COURSE LEARNING OUTCOMES (CPMK)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; background-color: #d9ead3;">CPMK</td> <td style="width: 50%; text-align: center; background-color: #d9ead3;">Sub-CPMK</td> </tr> </table>		CPMK	Sub-CPMK
	CPMK	Sub-CPMK		
<ol style="list-style-type: none"> <li>1. Review, refine, and solidify the initial draft of learning materials that have been produced during the Instructional Design course in the last semester.</li> </ol>	<ol style="list-style-type: none"> <li>Review, refine, and solidify the initial draft of learning materials that have been produced while participating in the Instructional Design course in the last semester</li> </ol>			

	2. Designing and carrying out formative evaluations of these initial drafts in their respective workplaces so that they become physical models of learning materials that are ready to be used in the field	Review, refine, and solidify the initial draft of learning materials that have been produced while participating in the Instructional Design course in the last semester
	3. Designing a summative evaluation of learning materials that have been in the field	Designing and carrying out formative evaluations of these initial drafts in their respective workplaces so that they become physical models of learning materials that are ready to be used in the field
	4. Designing the dissemination process by applying the concept of diffusion of innovation to learning materials that have been proven to be effective and efficient in the field.	By acting as an external evaluator, you design a summative evaluation of learning materials that have been in the field
		Designing the dissemination process by applying the concept of diffusion of innovation to learning materials that have been proven to be effective and efficient in the field
<b>Study Materials</b>	<b>STUDY MATERIALS/ SUBJECT MATTER</b>	<b>SUB- STUDY MATERIALS /SUB-SUBJECT MATTER</b>
	1. Review, refine, and solidify the initial draft of learning materials that have been produced while participating in the Instructional Design course in the last semester	1.1 Instructional Design Book Surgery
		1.2 Creating an Instructional Design Model
		1.3 Creating an Instructional Design Model
	2 Designing and carrying out formative evaluations of these initial drafts in their respective workplaces so that they become physical models of learning materials that are ready to be used in the field	2.1 Designing Formative Evaluations
		2.2 How to collect data and menganalisis data <i>One-to-One Evaluation</i>
		2.3 How to compile a Formative Evaluation Report

	3. By acting as an external evaluator, you design a summative evaluation of learning materials that have been in the field	3.1 Summative Evaluation
		3.2 The relationship between implementation, summative evaluation, and diffusion of innovation
		3.3 The concept of implementation
	4. Designing the dissemination process by applying the concept of diffusion of innovation to learning materials that have been proven to be effective and efficient in the field	4.1 The concept of summative evaluation
		4.2 The diffusion concept of innovation
		4.3 Portfolio
		4.4 Portfolio
<b>LEARNING ACTIVITIES</b>	Pedekatan	<i>Student centered learning..</i>
	Methods/strategies	Diskusi, penugasan, <i>cased method, project based learning.</i>
	Fashionactually	<i>Online learning: Synchronous and Asynchronous models.</i>
	Assignment	Create papers, paper presentations, case analysis, project tasks in groups.
<b>VALUATION</b>	Methods/techniques	Written exams, Performance Appraisal, Product Appraisal, Attitude Assessment.
	Instrument	Writing questions, <i>Rating scale, Rubric.</i>
<b>REFERENCE</b>	Main	<ol style="list-style-type: none"> <li>1. Suparman, Atwi. (2012). <i>Modern Instructional Design: A Guide for Teachers and Educational Innovators.</i> Jakarta: Airlangga. (DIM, Chapter X, XI)</li> <li>2. Banathy, Bela H. (1968). <i>Instructional Systems.</i> Belmont, CA. Pearson Publisher</li> </ol>

		<ol style="list-style-type: none"> <li>3. Branch, Robert Maribe. (2009). <i>Instructional Design: The ADDIE Approach</i>. New York: Springer. (Chapter Prologue, pp. 1-20)</li> <li>4. Carey, W. Dick, Carey, Lou &amp; Carey, James O.(2009). <i>The Systematic Design of Instruction</i> (5<sup>th</sup> Ed). New Jersey: Longman Publisher. (SDI ,Chapter IX, X, XI, XII).</li> <li>5. Gagne, Robert M., Wager, Walter W., Golas, Katherine C., Keller, John M.(2005). <i>Principles of Instructional Design</i>. Belmont, CA: Thomson Wadsworth. (Chapter 16)</li> <li>6. Gustafson, Kent L., and Branch, Robert Maribe. (2002). <i>Survey of Instructional Development Models</i> 4<sup>th</sup>. Ed. New York. Eric Clearinghouse. (pp. 1-71)</li> <li>7. Keller, John M. (2010). <i>Motivational Design for Learning and Performance: The ARCS Model Approach</i>. New York: Springer. (Chapter 3)</li> <li>8. Richey, Rita C., Klein, James D., and Tracey, Monica W. (2011). <i>The Instructional Design Knowledge Base</i>.</li> </ol>
	Supporter	<ol style="list-style-type: none"> <li>9. Aiken, Lewis R. (1996). <i>Rating Scales &amp; Checklist: Evaluating Behavior, Personality, and Attitude</i>. New York: Jhon Wiley &amp; Sons, Inc. (RSC, Chapter II).</li> <li>10. Cook, Thomas D., and Campbell, Donald T. (1979) <i>Quasi-Experimentation</i>. Boston: Houghton Mifflin Company. (QE, Chapter III).</li> <li>11. Rogers, Everett M. (1983). <i>Diffusions of Innovations</i>. New York: The Free Press: (DIFIIN, Chapter V, VI).</li> <li>12. Stufflebeam, Daniel L., and Slinkfield, Anthony J. (2007). <i>Evaluation Theory, Models, &amp; Applications</i>. San Francisco (ETMA, Chapter I)</li> <li>13. Rothwell, William J., Kazanas, H.C (2004). <i>Mastering The Instructional Design Process : A Systematic Approach</i>. Sanfrancisco: Pfeiffer. (pp. xviii-xxxi and pp. 55-84)</li> </ol>
<b>MATA COLLEGE TERMS</b>	Instructional Design	

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	Designing the dissemination process by applying the concept of diffusion of innovation to learning materials that have been proven to be effective and efficient in the field	Designing a Learning System Portfolio	Able to Design Portfolios	Virtual face-to-face via <i>zoom meeting</i> : An introductory explanation of how to design a portfolio (Collaboration, Communication)	<ul style="list-style-type: none"> <li>Looking for references.</li> <li>Read/dive into references. (Critical Thinking, Creativity and Innovation)</li> </ul>	TM: 3x50' BT: 3x60' BM: 3x 60'	Source: 1. Rogers, Everett M. (1983). <i>Diffusions of Innovations</i> . New York: The Free Press: (DIFIIN, Chapter V, VI). 2. Rothwell, William J., Kazanas, H.C (2004). <i>Mastering The Instructional Design Process : A Systematic Approach</i> . Sanfrancisco: Pfeiffer. (pp. xviii-xxxi and pp. 55-84) <ul style="list-style-type: none"> <li>Media : power point</li> </ul>	
2	Review, refine, and solidify the	Surgical instructional design book	Able to Analyze	Virtual face-to-face via <i>zoom</i>	<ul style="list-style-type: none"> <li>Read/dive into the review of</li> </ul>	TM: 3x50'	Source:	



	initial draft of learning materials that have been produced while participating in the Instructional Design course in the last semester		Instructional Design Books	<i>meeting:</i> Instructional design book review discussion  (Critical Thinking, Creativity and Innovation, communication, collaboratif)	the instructional design book (Critical Thinking, Creativity and Innovation)	BT: 3x60'  BM: 3x 60'	1. Aiken, Lewis R. (1996). <i>Rating Scales &amp; Checklist: Evaluating Behavior, Personality, and Attitude</i> . New York: Jhon Wiley & Sons, Inc. (RSC, Chapter II). 2. Suparman, Atwi. (2012). <i>Modern Instructional Design: A Guide for Teachers and Educational Innovators</i> . Jakarta: Airlangga. (DIM, Chapter X, XI) Media : power point	
3	Review, refine, and solidify the initial draft of learning materials that have been produced while participating in the Instructional Design course in the last semester	Instructional design model	Able to Create Instructional Design Models	Virtual face-to-face via <i>zoom meeting:</i> Discussthe case of instructional design models  (Critical Thinking, Creativity and Innovation, communication, collaboration)	• Create a concise paper on the results of the discussion of the instructional design model case	TM: 3x50'  BT: 3x60'  BM: 3x 60'	Source: 1. Banathy, Bela H. (1968). <i>Instructional Systems</i> . Belmont, CA. Pearson Publisher 2. Branch, Robert Maribe. (2009). <i>Instructional Design: The ADDIE Approach</i> . New York: Springer.	Assignment Create Group Papers

					(Critical thinking, creativity, collaboration)		(Chapter Prologue, pp. 1-20) Media : power point	
4	Review, refine, and solidify the initial draft of learning materials that have been produced while participating in the Instructional Design course in the last semester	Instructional design model	Able to Create Instructional Design Models	Virtual face-to-face via <i>zoom meeting</i> : Discussion and case presentation on instructional design models  (Critical Thinking, Creativity and Innovation, communication, collaboration)	<ul style="list-style-type: none"> <li>• Create a concise paper on the results of the discussion of the instructional design model case</li> </ul> (Critical thinking, creativity, collaboration)	TM: 3x50'  BT: 3x60'  BM: 3x 60'	Source: 1. Carey, W. Dick, Carey, Lou & Carey, James O.(2009). <i>The Systematic Design of Instruction</i> (5 <sup>th</sup> Ed). New Jersey: Longman Publisher. (SDI ,Chapter IX, X, XI, XII) 2. Cook, Thomas D., and Campbell, Donald T. (1979) <i>Quasi-Experimentation</i> . Boston: Houghton Mifflin Company. (QE, Chapter III) Media : power point	Assignment Create Group Papers
5	Designing and carrying out formative evaluations of these initial drafts in their respective workplaces so	Stages of Formative Evaluation	Able to Design Formative Evaluations	Virtual face-to-face via <i>zoom meeting: Project based learning</i> formative evaluation design	<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> </ul> (Critical thinking, creativity and	TM: 3x50'  BT: 3x60'  BM:	Source: 1. Gagne, Robert M., Wager, Walter W., Golas, Katherine C., Keller, John M.(2005). <i>Principles of Instructional</i>	Assignment Create Group Papers

	that they become physical models of learning materials that are ready to be used in the field			(Critical Thinking, Creativity and Innovation, communication, collaboration)	novation, collaboration)	3x 60'	<p><i>Design</i>. Belmont, CA: Thomson Wadsworth. (Chapter 16</p> <p>2. Gustafson, Kent L., and Branch, Robert Maribe. (2002). <i>Survey of Instructional Development Models</i> 4<sup>th</sup>. Ed. New York. Eric Clearinghouse. (pp. 1-71)</p> <p>Media : power point</p>	
6	Designing and carrying out formative evaluations of these initial drafts in their respective workplaces so that they become physical models of learning materials that are ready to be used in the field	How to collect data and analyze <i>One-to-One Evaluation</i> data	Can collect data and analysis data <i>One-to-One Evaluation</i>	<p>Virtual face-to-face via <i>zoom meeting</i>:</p> <ul style="list-style-type: none"> <li>• Data simulation and analyzing data one-to-one evaluation</li> <li>• Presentation of papers / group papers one to one evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> </ul> <p>(Critical Thinking, Creativity and Innovation, communication, collaboration)</p>	<p>TM: 3x50'</p> <p>BT: 3x60'</p> <p>BM: 3x 60'</p>	<p>Source:</p> <p>1. Keller, John M. (2010). <i>Motivational Design for Learning and Performance: The ARCS Model Approach</i>. New York: Springer. (Chapter 3)</p> <p>2. Richey, Rita C., Klein, James D., and Tracey, Monica W. (2011). The</p>	Assignment Create Group Papers

				(Critical Thinking, Creativity and Innovation, communication, collaboration)			Instructional Design Knowledge Base Media : power point	
7	Designing and carrying out formative evaluations of these initial drafts in their respective workplaces so that they become physical models of learning materials that are ready to be used in the field	How to compile a Formative Evaluation Report	Able to compile a Report on the results of a Formative Evaluation	Virtual face-to-face via <i>zoom meeting</i> : Formative evaluation presentations and discussions  (Critical Thinking, Creativity and Innovation, communication, collaboration)	<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> </ul> (Critical Thinking, Creativity and Innovation, collaboration)	TM: 3x50' BT: 3x60' BM: 3x 60'	Source: 1. Rogers, Everett M. (1983). <i>Diffusions of Innovations</i> . New York: The Free Press: (DIFIIN, Chapter V, VI). 2. Rothwell, William J., Kazanas, H.C (2004). <i>Mastering The Instructional Design Process : A Systematic Approach</i> . Sanfrancisco: Pfeiffer. (pp. xviii-xxxi and pp. 55-84) Media : power point	Portfolio
8	UTS	UTS	UTS					
9	Designing and carrying out formative evaluations of these initial drafts	How to compile a Formative Evaluation Report	Able to compile a Report on the results of a Formative Evaluation	Face-to-face virtually through <i>zoom meeting</i> : Discuss making a report on the	<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> </ul>	TM: 3x50' BT: 3x60'	Source: 1. Rothwell, William J., Kazanas, H.C (2004). <i>Mastering The Instructional Design</i>	Portfolio

	in their respective workplaces so that they become physical models of learning materials that are ready to be used in the field			results of a formative evaluation (Critical Thinking, Creativity and Innovation, communication, collaboration)	(Critical Thinking, Creativity and Innovation, collaboration)	BM: 3x 60'	<i>Process : A Systematic Approach.</i> Sanfrancisco: Pfeiffer. (pp. xviii-xxxi and pp. 55-84) 2. Stufflebeam, Daniel L., and Slinkfield, Anthony J. (2007). <i>Evaluation Theory, Models, &amp; Applications.</i> San Francisco (ETMA, Chapter I) Media : power point	
10	By acting as an external evaluator, you design a summative evaluation of learning materials that have been in the field	Summative evaluation stages	Conducting a Summative Evaluation	Virtual face-to-face via <i>zoom meeting:</i> Summative evaluation simulation  (Critical Thinking, Creativity, communication, collaboration)	<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> </ul> (Critical Thinking, Creativity, collaboration)	TM: 3x50'  BT: 3x60'  BM: 3x 60'	Source: 1. Rothwell, William J., Kazanas, H.C (2004). <i>Mastering The Instructional Design Process : A Systematic Approach.</i> Sanfrancisco: Pfeiffer. (pp. xviii-xxxi and pp. 55-84) 2. Stufflebeam, Daniel L., and Slinkfield, Anthony J. (2007).	Portfolio

							Evaluation Theory, Models, & Applications. San Francisco (ETMA, Chapter I) Media : power point	
11	By acting as an external evaluator, you design a summative evaluation of learning materials that have been in the field	The relationship between implementation, summative evaluation, and diffusion of innovation	Able to Relate the relationship between implementation, summative evaluation, and diffusion of innovation	Virtual face-to-face through <i>zoom meeting</i> : Presentation and Discussion Relationships of implementation, summative evaluation, and diffusion of innovation  (Critical Thinking, Creativity, communication, collaboration)	<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> </ul> (Critical Thinking, Creativity, collaboration)	TM: 3x50'  BT: 3x60'  BM: 3x 60'	Source: 1. Rogers, Everett M. (1983). <i>Diffusions of Innovations</i> . New York: The Free Press: (DIFIIN, Chapter V, VI). 2. Rothwell, William J., Kazanas, H.C (2004). <i>Mastering The Instructional Design Process : A Systematic Approach</i> . Sanfrancisco: Pfeiffer. (pp. xviii-xxxi and pp. 55-84) Media : power point	Portfolio
12	By acting as an external evaluator, you design a summative	The concept of implementation	Able to Analyze implementation concepts	Virtual face-to-face via <i>zoom meeting</i> : Presentation and Discussion of	<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> </ul>	TM: 3x50'  BT: 3x60'	Source: 1. Rothwell, William J., Kazanas, H.C (2004). <i>Mastering The Instructional Design</i>	Portfolio

	evaluation of learning materials that have been in the field			implementation concepts  (Critical Thinking, Creativity, communication, collaboration)	<ul style="list-style-type: none"> <li>• Search for references</li> </ul> (Critical Thinking, Creativity, collaboration)	BM: 3x 60'	<i>Process : A Systematic Approach.</i> Sanfrancisco: Pfeiffer. (pp. xviii-xxxi and pp. 55-84) 2. Stufflebeam, Daniel L., and Slinkfield, Anthony J. (2007). <i>Evaluation Theory, Models, &amp; Applications.</i> San Francisco (ETMA, Chapter I) Media : power point	
13	Designing the dissemination process by applying the concept of diffusion of innovation to learning materials that have been proven to be effective and efficient in the field	The concept of summative evaluation	Able to Analyze summative evaluation concepts	Virtual face-to-face through <i>zoom meeting</i> : Brainstorming the concept of summative evaluation  (Critical Thinking, Creativity, communication, collaboration)	<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> <li>• Search for references</li> </ul> (Critical Thinking, Creativity, collaboration)	TM: 3x50'  BT: 3x60'  BM: 3x 60'	Source: 1. Rogers, Everett M. (1983). <i>Diffusions of Innovations.</i> New York: The Free Press: (DIFIIN, Chapter V, VI). 2. Rothwell, William J., Kazanas, H.C (2004). <i>Mastering The Instructional Design Process : A Systematic Approach.</i>	Portfolio

							Sanfrancisco: Pfeiffer. (pp. xviii- xxxi and pp. 55-84) Media : power point	
14	Designing the dissemination process by applying the concept of diffusion of innovation to learning materials that have been proven to be effective and efficient in the field	The concept of diffusion of innovation	Able to Analyze the concept of diffusion of innovation	Brainst and discussion of the concept of innovation diffusion  (Critical Thinking, Creativity, communication, collaboration)	<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> <li>• Search for references</li> </ul> (Critical Thinking, Creativity, collaboration)	TM: 3x50'  BT: 3x60'  BM: 3x 60'	Source: 1. Rothwell, William J., Kazanas, H.C (2004). <i>Mastering The Instructional Design Process : A Systematic Approach</i> . Sanfrancisco: Pfeiffer. (pp. xviii-xxxi and pp. 55-84) 2. Stufflebeam, Daniel L., and Slinkfield, Anthony J. (2007). <i>Evaluation Theory, Models, &amp; Applications</i> . San Francisco (ETMA, Chapter I) Media : power point	Portfolio
15	Designing the dissemination process by applying the concept of	Collection and presentation of portfolio results	Generating Portfolio		<ul style="list-style-type: none"> <li>• Project based learning</li> <li>• Make the paper concise.</li> </ul>	TM: 3x50'  BT: 3x60'		Portfolio



	diffusion of innovation to learning materials that have been proven to be effective and efficient in the field				<ul style="list-style-type: none"> <li>• Search for references (Critical Thinking, Creativity, collaboration)</li> </ul>	BM: 3x 60'		
<b>16</b>	<b>UAS</b>							

# ATTACHMENT

## PETUREFER TO DUTIES

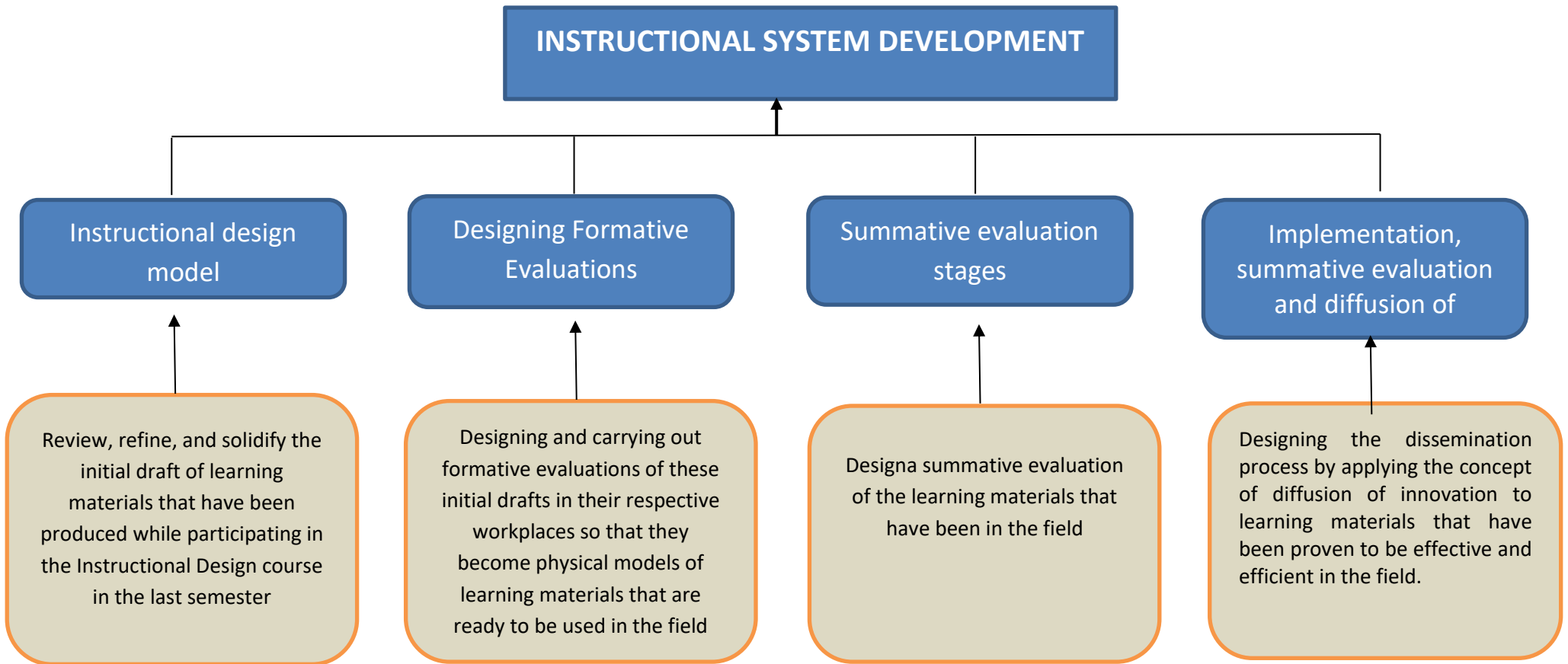
Courses	:	<b>Instructional System Development</b>
Semester	:	<b>Odd 2018-2019</b>
Credits	:	3 credits
Tasks to	:	1
Purpose of the task	:	Students are able to develop instructional systems
Task Execution Time	:	10 weeks
Task submission time	:	16th Meeting
Job description	:	Students devise the development of instructional systems
Assessment criteria	:	Depth of analysis

### NOTE:

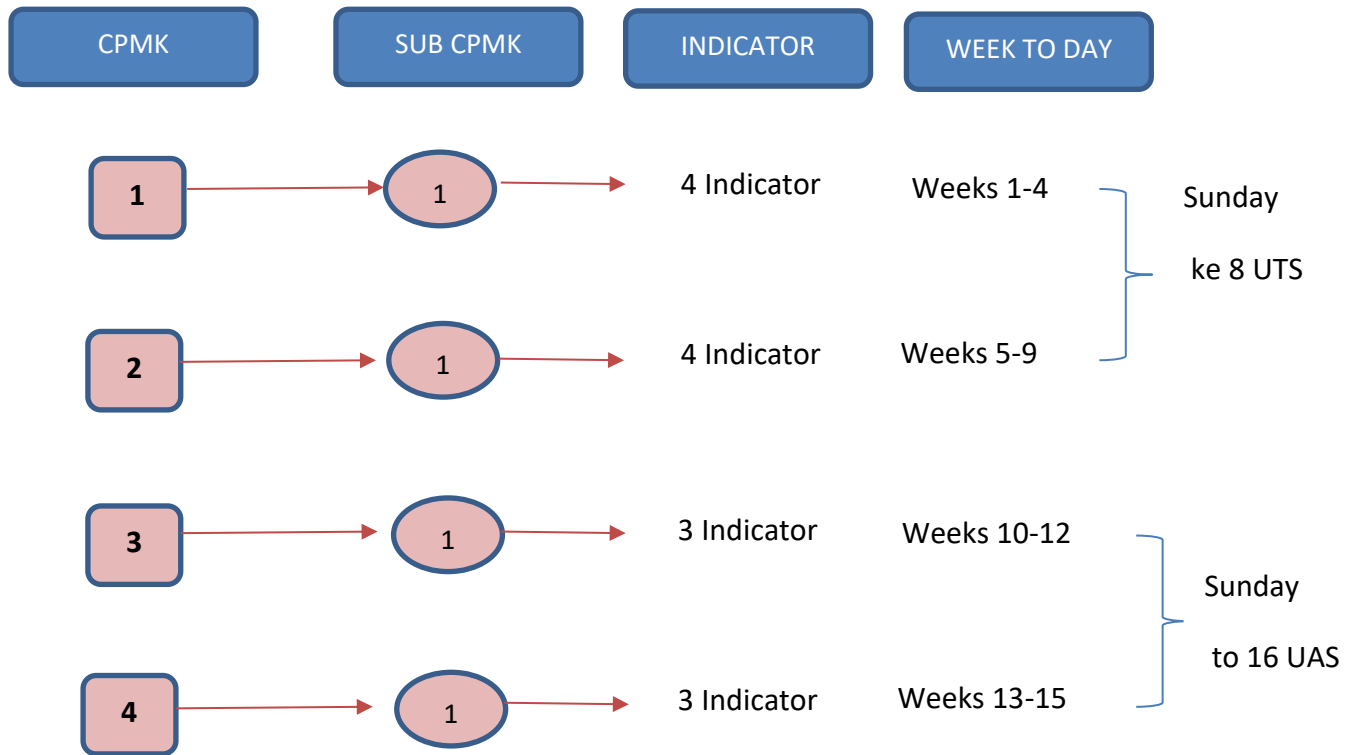
If the task requires a more complicated description or procedure, then it can be poured into the guidelines or guidelines for the implementation of the task. For example "practicum task guidelines", 'case study task guidelines', 'observation task guidelines' and



# CONCEPT MAP



# LECTURE TIME ANALYSIS



## WEIGHT OF ASSESSMENT

Bobot nilai maksimal tugas individual tersebut maksimal sebagai berikut:

- Tugas 1-3 = 3 x 6% = 18%
- Tugas 4 = 6%
- Tugas 5 = 6%
- Tugas 6 = 12%
- Tugas 7 = 6%
- Tugas 8 = 6%
- Tugas 9 = 6%
- UAS = 40%

## GRADUATION KITERIA

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

## ASSESSMENT SHEET ASSIGNMENT

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, .....Dec 2022  
 Appraiser,

.....

**Presentation Assessment Sheet :**

Name Member Group:

VALUE

Title: \_\_\_\_\_

Percentage date : \_\_\_\_\_

NO	ASPECTS	S	N	NOTE
<b>I</b>	<b>Papers</b>	<b>(1)</b>		
	1. Readiness	0.2		
	2. Systematics	0.2		
	3. Contains important concepts <sup>2</sup> from Journal / Book Studies	0.6		
<b>II</b>	<b>Serving</b>	<b>(5)</b>		
	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		
<b>III</b>	<b>Discussion</b>	<b>(3)</b>		
	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		
<b>IV</b>	<b>Group Cooperation</b>	<b>(1)</b>		
	1. Liveliness	0.3		
	2. Responsibility	0.3		
	3. Responses	0.2		
	4. Teamwork	0.2		
	<b>Sum</b>	<b>(10)</b>		

Appraiser Name: \_\_\_\_\_

Jakarta, .....December 2022  
Appraiser,

.....

### Book Resume Assessment Sheet

Student name :

No	Assessed aspects	VALUE				
		4	3	2	1	0
1	Compatibility of the content of the resume with the given topic					
2	Clarity of Content with the content of the material					
3	Collapse of delivery					
4	Word Options					
5	Phrasing					
6	Paragraph Unity					
7	Use of spelling, punctuation and grammar					

### ATTITUDE ASSESSMENT SHEET

- a. Technique : Non test (observation)
- b. Instrument Form : *observation sheet*
- c. Scoring guidelines :

No	Assessed aspects	Shoes				Total	Average
		1	2	3	4		
1	Religious						
2	Honest						
3	Discipline						
4	Responsibility						
5	Confidence in yourself						
6	Polite						
7	Cooperation						

Information

- 1 : Never/not appear
- 2 : Infrequently
- 3 : Often
- 4 : Very often/always