# SEMESTER LESSON PLAN
# (RPS)

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| COURSES | : | S3 Educational Technology |
| COURSES | : | Advanced Statistics |
| WEIGHT | : | 3 credits |
| LECTURERS | : | Prof. Dr. Zulfiati Syahriah, M.PD.<br>Dr. Ir. MAhdyah |

POSTGRADUATE
JAKARTA STATE UNIVERSITY
2021

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| | JAKARTA STATE UNIVERSITY<br>POSTGRADUATE<br>**DOCTORAL PROGRAM IN EDUCATIONAL TECHNOLOGY** |

**SEMESTER LESSON PLAN**
**(RPS)**

| COURSES | CODE | WEIGHTS (CREDITS) | SEMESTER | TIME | DATE OF DRAFTING |
|---|---|---|---|---|---|
| **ADVANCED STATISTICS** | **9902900004** | **3** | **1/ODD** | **16 meetings March-July 2022** | **21- 26 June 2021** |

| AUTHORIZATION | Lecturers | Reviewer/Quality Assurance | Head of Study Program |
|---|---|---|---|
| | Prof. Dr. Zulfiati Syahrial, M.Pd.<br>Dr. Ir.Mahdiyah, M.Kes. | Dr. Nurjanah & Ade Dwi Utama, PhD., | (Dr. Moch. Sukardjo, M.Pd) |

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| **DESCRIPTION** | Subjects of Multiple Regression, Variance *Analysis, Analysis of Covariance*, *Path Analysis, and Structural Equation Modeling (SEM) subjects* | |
| **GRADUATE LEARNING OUTCOMES (CPL)** | Attitude | 1. Internalizing academic values, norms, and ethics<br>2. Demonstrate an attitude of responsibility for work in their field of expertise independently. |
| | General experience | 3. 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. |
| | Knowledge | 4. Mastering theory, approach and system thinking, design models and learning development to expand and develop the Educational Technology area. |
| | Special skills | 5. 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. |

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| | | 6. Able to develop learning and training systems or models for use in government agencies and the industrial business worldi. |
| **COURSE LEARNING OUTCOMES (CPMK)** | CPMK | Sub-CPMK |
| | 1. Reviewing Statistics Lectures I | 1.1 Reviewing Statistics Lectures I |
| | 2. Apply a triple predictor double regression | 2.1 Applying the concept of triple predictor double regression<br>2.2 Implement a three-predictor double regression example<br>2.3 Applying three-predictor double regression to the study |
| | 3. Conducting a two-fact Analysis of Variance (ANAVA) or | 3.1 Memahami the concept of two-factor Analysis of Variance (ANAVA)<br>3.2 Citing a two-factor Analysis of Variance (ANAVA) example<br>3.3 Applying the concept of two-factor Analysis of Variance (ANAVA) in the study |
| | 4. Conducting a three-factor Analysis of Variance (ANAVA) | 4.1 Memahami concept Analysis of Variance (ANAVA) three factors<br>4.2 Citing a three-factor Analysis of Variance (ANAVA) example<br>4.3 Applying the concept of three-factor Analysis of Variance (ANAVA) in the study |
| | 5. Perform *Path Analysis* | 5.1 Memahami the concept of *Path Analysis (Path Analysis)*<br>5.2 Applying the concept of Path Analysis to research |
| | 6. Analyzing Structural *Equation Modeling* (SEM) | 6.1 Analyzing Structural *Equation Modeling* (SEM)<br>6.2 Modeling examples of *Structural Equation Modeling* (SEM)<br>6.3 Using Structural *Equation Modeling* (SEM) in research |
| **Study Materials** | **STUDY MATERIALS/ SUBJECT MATTER** | **SUB-SUBJECT MATTER** |
| | 1. Reviewing Statistics Lectures I | Review of Statistics Lectures I |
| | 2. Apply a triple predictor double regression | Triple predictor double regression |
| | 3. Conducting a two-factor Analysis of Variance (ANAVA ) | Two-factor Analysis of Variance (ANAVA) |

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| | 4. Conducting a three-factor Analysis of Variance (ANAVA) | *Analysis of Covariance* (ANACOVA) tiga factor |
| | 5. Perform Path Analysis | *Analysis of Covariance* (ANACOVA) dua factor<br>*Path Analysis* |
| | 6. Analyzing Structural *Equation Modeling* (SEM) | *Structural equation modeling* (SEM) |

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| **LEARNING ACTIVITIES** | Pendekatan | *Student centered learning* |
| | Methods/strategies | *Cased method, project based learning.* Case Studies, Journal Studies, Book Surgery |
| | Mode of activity | *Hybrid learning: Synchronous and Asyncronous models.* |
| | Assignment | a. Reviewing Statistics Lectures I<br>b. Apply a triple predictor double regression<br>c. Conducting a two-factor Analysis of Variance (ANAVA)<br>d. Conducting a three-factor Analysis of Variance (ANAVA)<br>e. Perform Path Analysis<br>f. Analyzing Structural Equation Modeling , or SEM. |
| | Instrument | Writing questions, Rating *scale,* Rubric .<br>1. Instruments: *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**)*<br><br>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. |

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| | | **The purpose of the assessment using rubrics**:<br>• Clarify the dimensions or aspects and levels of assessment of student learning outcomes;<br>• can be a driver or motivator for students to achieve their learning outcomes.<br><br>**Rubrics can be** comprehensive or generally applicable and can also be specific or only applicable to a particular topic or a particular learning outcome.<br><br>**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. 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. |
| **REFERENCE** | Main | 1. Beck Lewis, Michael S. (1993). *Regression analysis*. London: SAGE Publications Ltd.<br>2. Britt, David W. (1997). *A conceptual introduction to modeling: Qualitative and quantitative perspectives.* New Jersey: Lawrence Erlbaum Associates.<br>3. Byrne, Barbara M. (1998). *Structural equation modeling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications, and programming.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.<br>4. Draper, N.R., dan Smith, H. (1986). *Applied Regression Analysis.* New York: John Wiley & Sons, Inc.<br>5. Edwards, Allen L. (1984). *An introduction to linier regression and correlation*. Second Edition. New York: W.H. Freeman and Company.<br>6. Everitt, B.S. (1984). *An introduction to latent variable models.* London: Chapman and Hall.<br>7. Guenther, William C. (1980). *Analysis of variance*. Englewood Cliffs, NJ: Prentice-Hall Inc.<br>8. Hair Jr, Joseph F., Anderson, Rolph E., Tatham, Ronald L., dan Black, William. (1998). *Multivariate data analysis.* Fifth Edition. Upper Saddle River, New Jersey: Prentice-Hall, Inc.<br>9. Hayduk, Leslie A. (1987). *Structural equation modeling with LISREL: Essentials and advances.* London: The Johns Hopkins Press, Ltd.<br>10. Huitema, Bradley E. (1986). *The analysis of covariance and alternatives*. New York: John Wiley and Sons. |

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| | | 11. Joreskog, Karl., Sorbom, Dag., Toit du, Stephen., dan Toit du, Mathilda. (2000). *Lisrel 8: New statistical features.* North Lincoln Avenue, Suite: Scientific Software International, Inc.<br>12. Lattin, James M., Carroll, Douglas J., dan Green, Paul E. (2003). *Analyzing multivariate data*. Pacific Grove, CA: Thomson Learning.<br>13. Mueller, Ralph O. (1996). *Basic principles of structural equation modeling: An introduction to LISREL and EQS.* New York, NY: Springer-Verlag New York, Inc.<br>14. Nie, Norman H., et.all. (1986). *SPSS: Statistical package for the social sciences*. Third Edition. New York: McGraw-Hill Book Company.<br>*15.* Pedhazur, Elazar J. (1986). *Multiple regression in behavioral research: Explanation and prediction. Second Edition. New York: Holt, Rinehart and Winston*<br>16. Schumacker, Randall E., dan Lomax, Richard G. (1996). *A beginner's guide to structural equation modeling.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers. |
| | Supporter | 1. Xun Ge • Dirk Ifenthaler • J. Michael Spector (2015). Emerging Technologies for STEAM Education, Switzerland, Springer.<br>2. Dejian Liu • Ronghuai Huang Marek Wosinski (2017). Smart Learning in Smart Cities, Singapore, Springer.<br>3. Elena Aurel Railean (2017). User Interface Design of Digital Textbooks, Singapore, Springer.<br>4. Begoña Gros • Kinshuk • Marcelo Maina (2016). The Future of Ubiquitous Learning, Berlin, Springer.<br>5. Brad Hokanson • Gregory Clinton Karen Kaminski (2018), Educational Technology and Narrative, Switzerland, Springer.<br>6. Daniel Churchill • Jie Lu Thomas K.F. Chiu • Bob Fox (2017). Mobile Learning Design, Singapore, Springer.<br>7. Samira Elatia, Donald Ippercielosmar R. Zaïane. (2016). Data Mining And Learning Analytic, New Jersey, John Wiley Aand Son.<br>8. Bruce Joyce, Marsha Weil and Emily Calhoun (2015) Models of Teaching, Boston, Pearson.<br>9. Vladimir Geroimenko (2019). Augmented Reality Games II The Gamification of Education, Medicine and Art, Switzerland, Springer.<br>10. Simon K.S. Cheung, et.a; (2017) Blended Learning, New Challenges and Innovative Practices, Cham, Switzerland, Springer |

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| | | 11. Jan L. Plass, Richard E. Mayer, and Bruce D. Homer (2019). Handbook of Game-Based Learning, Cambridge, Massachusetts, The MIT Press. |
| **REQUIRED COURSES** | - | |

| DETAILS OF THE ACTIVITY PLAN | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Week To:** | **Learning Outcomes (Sub-CPMK** | **Material (Study Material)** | **Success Indicators** | **The Form of Imprisonment; Learning Methods; Assignment** | | **Time Allocation** | **Source /Media** | **Assessments/Assignments** |
| | | | | ***Synchronous:*** | ***Asynchronous:*** | | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** | **(9)** |
| 1 | Students can study Statistics I | Review of Statistics Lectures I | Reviewing statistics I | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for references.<br>• Work on case study assignments | TM: 2x100<br>BT: 2x120<br>BM: 2x120. | Source:<br>1. Beck Lewis, Michael S. (1993). *Regression analysis*. London: SAGE Publications Ltd<br>2. Britt, David W. (1997). *A conceptual introduction to modeling: Qualitative and quantitative perspectives.* New Jersey: Lawrence Erlbaum Associates.<br>Media : ppt, laptop then LCD | |
| 2 | Apply a triple predictor | Double regression of three predictors | Analyzing the double Regression of | Virtual face-to-face through | • Looking for | 510’ | Source:<br>1. Byrne, Barbara M. (1998). *Structural equation* | Group Papers |

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|---|---|---|---|---|---|---|---|---|
| | double regression | | three predictors | zoom meetings, ceramah and assignments | referen ces. Work on case study assignm ents | | *modeling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications, and programming.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publisher<br>2. Draper, N.R., dan Smith, H. (1986). *Applied Regression Analysis.* New York: John Wiley & Sons, Inc<br>Media : ppt, laptop then LCD | |
| 3 | Apply a triple predictor double regression | Triple predictor double regression | Analyzing the double Regression of three predictors | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for referen ces. Work on case study assignm ents | 510" | Source:<br>1. Edwards, Allen L. (1984). *An introduction to linier regression and correlation*. Second Edition. New York: W.H. Freeman and Company<br>2. Everitt, B.S. (1984). *An introduction to latent variable models.* London: Chapman and Hall.<br>Media : ppt, laptop then LCD | Group Papers |
| 4 | Apply a triple predictor | Analysis of Variance | Analyzing the double Regression of | Virtual face-to-face through | • Looking for | 510" | Source:<br>1. Guenther, William C. (1980). *Analysis of variance*. | Group Papers |

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|---|---|---|---|---|---|---|---|---|
| | double regression | (ANAVA) three factors | three predictors | zoom meetings, ceramah and assignments | referen ces. Work on case study assignm ents | | Englewood Cliffs, NJ: Prentice-Hall Inc<br>2. Hair Jr, Joseph F., Anderson, Rolph E., Tatham, Ronald L., dan Black, William. (1998). *Multivariate data analysis.* Fifth Edition. Upper Saddle River, New Jersey: Prentice-Hall, Inc<br>Media : ppt, laptop then LCD | |
| 5 | Conducting a two-factor Analysis of Variance (ANAVA) | Two-factor Analysis of Variance (ANAVA) | Analyzing a two-factor analysis of variance (ANAVA) | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for referen ces. Work on case study assignm ents | 510” | Source:<br>1. Hayduk, Leslie A. (1987). *Structural equation modeling with LISREL: Essentials and advances.* London: The Johns Hopkins Press, Ltd<br>2. Huitema, Bradley E. (1986). *The analysis of covariance and alternatives*. New York: John Wiley and Sons<br>Media : ppt, laptop then LCD | Group Papers |
| 6 | Conducting a two-factor Analysis of Variance (ANAVA) | Two-factor Analysis of Variance (ANAVA) | Analyzing a two-factor analysis of variance (ANAVA) | Virtual face-to-face through zoom meetings, | • Looking for referen ces. | 510” | Source:<br>1. Joreskog, Karl., Sorbom, Dag., Toit du, Stephen., dan Toit du, Mathilda. (2000). *Lisrel 8: New statistical* | Group Papers |

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|---|---|---|---|---|---|---|---|---|
| | | | | ceramah and assignments | Work on case study assignments | | *features.* North Lincoln Avenue, Suite: Scientific Software International, Inc<br>2. Lattin, James M., Carroll, Douglas J., dan Green, Paul E. (2003). *Analyzing multivariate data*. Pacific Grove, CA: Thomson Learning.<br>Media : ppt, laptop then LCD | |
| 7 | Conducting a two-factor Analysis of Variance (ANAVA) | Two-factor Analysis of Variance (ANAVA) | Analyzing a two-factor analysis of variance (ANAVA) | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for references.<br>Work on case study assignments | 510” | Source:<br>1. Mueller, Ralph O. (1996). *Basic principles of structural equation modeling: An introduction to LISREL and EQS.* New York, NY: Springer-Verlag New York, Inc<br>2. Nie, Norman H., et.all. (1986). *SPSS: Statistical package for the social sciences*. Third Edition. New York: McGraw-Hill Book Company<br>Media : ppt, laptop then LCD | Group Papers |
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| 9 | Performa three-factor Analysis of Variance (ANAVA) | *Analysis of Covariance* (ANACOVA) tiga factor | Analyze a three-factor analysis of variance (ANAVA) | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for references. Work on case study assignments | 510" | Source:<br>1. Pedhazur, Elazar J. (1986). *Multiple regression in behavioral research: Explanation and prediction. Second Edition. New York: Holt, Rinehart and Winston*<br>2. Schumacker, Randall E., dan Lomax, Richard G. (1996). *A beginner's guide to structural equation modeling.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers<br>Media : ppt, laptop then LCD | Group Papers |
| 10 | Performa three-factor Analysis of Variance (ANAVA) | *Analysis of Covariance* (ANACOVA) tiga factor | analyze analysis of variance (ANAVA) three factors | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for references. Work on case study assignments | 510" | Source:<br>1. Pedhazur, Elazar J. (1986). *Multiple regression in behavioral research: Explanation and prediction. Second Edition. New York: Holt, Rinehart and Winston*<br>2. Schumacker, Randall E., dan Lomax, Richard G. (1996). *A beginner's guide to structural equation* | Group Papers |

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| | | | | | | | *modeling.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers<br>Media : ppt, laptop then LCD | |
| 11 | Medo Analysis of Variance (ANAVA) three factors | *Analysis of Covariance* (ANACOVA) tiga factor | analyze analysis of variance (ANAVA) three factors | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for references.<br>Work on case study assignments | 510" | Source:<br>1. Pedhazur, Elazar J. (1986). *Multiple regression in behavioral research: Explanation and prediction. Second Edition. New York: Holt, Rinehart and Winston*<br>2. Schumacker, Randall E., dan Lomax, Richard G. (1996). *A* beginner's *guide to structural equation modeling.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers<br>Media : ppt, laptop then LCD | Group Papers |
| 12 | Perform *Path Analysis* | *Analysis of Covariance* (ANACOVA) dua factor | Analyzing *path analysis* | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for references.<br>Work on case study assignments | 510" | Source:<br>1. Pedhazur, Elazar J. (1986). *Multiple regression in behavioral research: Explanation and prediction. Second Edition. New York: Holt, Rinehart and Winston* | Group Papers |

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| | | | | | | | 2. Schumacker, Randall E., dan Lomax, Richard G. (1996). *A beginner's guide to structural equation modeling.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers<br>Media : ppt, laptop then LCD | |
| 13 | Perform *Path Analysis* | *Path Analysis* | Analyzing *path analysis* | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for references.<br>Work on case study assignments | 510" | Source:<br>1. Pedhazur, Elazar J. (1986). *Multiple regression in behavioral research: Explanation and prediction. Second Edition. New York: Holt, Rinehart and Winston*<br>2. Schumacker, Randall E., dan Lomax, Richard G. (1996). *A beginner's guide to structural equation modeling.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers<br>Media : ppt, laptop then LCD | Group Papers |
| 14 | Lysing Structural *Equation* | *Structural equation modeling* (SEM) | Applying *Structural Equation* | Virtual face-to-face through zoom | • Looking for references. | 510" | Source:<br>1. Pedhazur, Elazar J. (1986). *Multiple regression in behavioral research:* | Group Papers |

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|---|---|---|---|---|---|---|---|---|
| | *Modeling* (SEM) | | *Modeling* (SEM) | meetings, ceramah and assignments | Work on case study assignments | | *Explanation and prediction. Second Edition. New York: Holt, Rinehart and Winston*<br>2. Schumacker, Randall E., dan Lomax, Richard G. (1996). *A beginner's guide to structural equation modeling.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers<br>Media : ppt, laptop then LCD | |
| 15 | Lysing Structural *Equation Modeling* (SEM) | *Structural equation modeling* (SEM) | Applying *Structural Equation Modeling* (SEM) | Virtual face-to-face through zoom meetings, ceramah and assignments | • Looking for references.<br>Work on case study assignments | 510" | Source:<br>1. Pedhazur, Elazar J. (1986). *Multiple regression in behavioral research: Explanation and prediction. Second Edition. New York: Holt, Rinehart and Winston*<br>2. Schumacker, Randall E., dan Lomax, Richard G. (1996). *A beginner's guide to structural equation modeling.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers<br>Media : ppt, laptop then LCD | Group Papers |
| 16 | **END-OF-SEMESTER EXAMS** | | | | | | | |

# 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 | 10 |
| Task-2 | 10 |
| Task-3 *(case based)* | 15 |
| Task-4 *(case based)* | 15 |
| UTS | 20 |
| UAS *(project based)* | 30 |

## 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 |

# CASE ANALYSIS TASKS

CASE:
A student with special needs with visual impairments (visually impaired) aged 8 years lives in an area. He wants and must fulfill his right to get an Education. The nearest SLB is in the district town which is approximately 200 km away. The long distance and the large cost of transportation are the main difficulties to study at SLB. Around his house about 100 meters away there is a public elementary school. He actually wanted to go to a public elementary school close to his home, but the school still objected to accepting him on the grounds that he was not ready or unable to provide Educational services to the visually impaired. What solutions can you do or offer to solve the problem?

ASSIGNMENT:
1. Describe the difficulties or obstacles that occur.
2. Why difficulties occur (causative factors)
3. Describe the expected ideal conditions.
4. Describe the existing norms/rules/provisions related to the case.
5. Describe possible2 solutions.

INSTRUCTIONS:
Done individually
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Done 1 week, and submitted and presented the week on the date.....

# PROJECT TASK INSTRUCTIONS

| | |
|---|---|
| Courses (credits) | Educational Psychology (2 credits) |
| Semester | Even 2020-20 21 (January-june 2020) |
| Courses of study | Special Education, Faculty of Education, UNJ |
| Tasks to: | Final Project |
| | |
| **Task name** | **Designing learning models.** |
| Purpose of the task | Students are able to design innovative, effective and fun learning models / scenarios / procedures based on learning theories. |
| Job Description | 1. Create / produce innovative, effective and fun learning designs based on learning theories. The resulting product consists of 2 parts, namely:<br>• Learning implementation plan (RPP).<br>• Media and or teaching material.<br>• Assessment instruments.<br>2. Practicing (simulating) the learning design that has been produced.<br>3. Record learning practices and edit them into a complete video of the learning process with a maximum duration of 10 minutes. |
| Time | Assignments are created for 4 weeks, and collected no later than January 5, 2021. |
| Technical instructions | 1. Tasks are carried out in groups. The maximum number of group members is 2 people.<br>2. The learning design script is typed on A4 paper, the font timenewroman font 12 spaces 1.15.<br>3. Tasks are collected in the form of hard files and soft files.<br>4. Learning videos are stored in google drive and or youtube channel. The link was sent to the lecturer. |
| Assessment criteria | • The more (and relevant) references the better.<br>• It involves precise and diverse perspectives/theories.<br>• Innovative/creative<br>• Effective<br>• Fun/motivating. |

# ASSESSMENT SHEET
# PRESENTATION

| | | |
|---|---|---|
| Courses | : | |
| Semester | : | |
| Credits | : | |
| Tasks to | : | |
| Purpose of the task | : | |
| Task Execution Time | : | |
| Task submission time | : | |
| Job description | : | |
| Assessment criteria | : | |

**Presentation Assessment** Sheet **:**

Name Member Group:

VALUE

_____

Title: _____

Percentage date :_____

| NO | ASPECTS | S | N | NOTE |
|---|---|---|---|---|
| **I** | **Papers/Handouts** | **(1)** | | |
| | 1. Readiness | 0.2 | | |
| | 2. Systematics | 0.2 | | |
| | 3. Contains important concepts2 of the Chapter | 0.6 | | |
| **II** | **Serving** | **(5)** | | |
| | 1. Clearly state the core content of the Subject Matter | 1.5 | | |
| | 2.Studies/Contextualization | 2 | | |
| | 3. Using PPT/Video/ relevant tools | 0.5 | | |
| | 4. Provide responses to the content of the Subject Matter | 0.5 | | |

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| | 5. Ability to communicate | 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.Activeness | 0.3 | | |
| | 2. Responsibility | 0.2 | | |
| | 3. Responses | 0.3 | | |
| | 4. Teamwork | 0.2 | | |
| | **Sum** | **(10)** | | |

Appraiser Name: _____

**ASSESSMENT SHEET**
**WORKS**

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..... ....December 2020
Appraiser,

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# ASSESSMENT SHEET
# 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 | Tangung jawab | |
| 5 | Collaborate | |
| AVERAGE VALUE | | |

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

Jakarta..... ....December 2020
Appraiser,

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