

SEMESTER LESSON PLAN (RPS)

COURSES	:	S2 PEP
COURSES	:	Experiment Design
WEIGHT	:	3 credits
LECTURERS	:	Prof. Dr. Wardani Rahayu, M.Si Dr. Riyadi, M.Pd



POSTGRADUATE
JAKARTA STATE UNIVERSITY
2022



**JAKARTA STATE UNIVERSITY
POSTGRADUATE
COURSES.....**

**SEMESTER LESSON PLAN
(RPS)**

COURSES	CODE	WEIGHTS (CREDITS)	SEMESTER	TIME	DATE OF DRAFTING
Experiment design	3 credits	2	16 Weeks (March - June 2022)	April 2022
AUTHORIZATION	Lecturers		Reviewer/Quality Assurance		Head of Study Program
	Prof. Dr. Wardani Rahayu, M,Si Dr. Ryadi, M.T		Dr. Nurjannah, M.Pd		Mahdiyah, Ph.D
DESCRIPTION	<p>This subject discusses the concept of experimental research and experimental design, the concept of acceptory validity, the design of research experiments in general, the design of treatment experiments of two or more groups, multiple comparison tests, the design of experiments of treatment of two or more factors, the design of the ekepriment of paired subjects, counterbalanced, time series and non-experiential designs. Learning is carried out with cooperative learning models, <i>case base learning</i>, <i>problem based learning</i>. Through mastery of competencies in this course, students are expected to be able to complete a thesis in the form of experimental research in the field of education</p>				
GRADUATE LEARNING OUTCOMES (CPL)	CPL		CPMK		SubCPMK
	1. Able to evaluate educational problems, critically analyze theories and determine appropriate research methodologies to solve research problems in the field of evaluation,		1. Analyze the concept of experimental research and experimental design, internal and external validity of experiments according to the general experimental design (pre-		1. Mexplain the nature of experimental research and experiential design

	measurement, or assessment of education (CPL 1)	experimental, true-experimental and quasi-experiential)	
	2. Able to apply PEP science professionally and sustainably through research, development of literacy and numeracy (CPL 2)		2. Analyze adequate or inadequate experimental design (pre-experimental, true-experimental and quasi-experiential) as appropriate with regard to the type of internal and external validity of the experiment
			3. Designing educational research that is in accordance with the general experimental design (pre-experimental, true-experimental and quasi-experiential)
		2. Analyzing the internal and external validity of the experiment	4. Analyzing the concept of internal and external validity of experiments on experimental research
		3. Design treatment experiments and environmental experiment designs that are in accordance with the problems of educational research and hypothesis testing	5. Analyzing the design concept of a random two-group treatment experiment and testing its hypothesis
			6. Analyzing the design concept of the experiment of treatment of more than two random groups and testing its hypothesis
			7. Analyze the design concept of two or more factorial treatment experiments and test their hypotheses
			8. Analyzing the experimental design concepts of paired subjects and their testing

			9. Analyzing the design concept of counterbalanced experiments and their testing
			10. Analyze the design concept of times series experiments and their testing
	3. Able to present the results of research and development in the field of PEP is contemporary with an interdisciplinary approach that is recognized nationally and globally (CPL 5)	3. Present the design of the experiments that have been made and present	11. Presenting the design of experiments that have been created and presenting
			12. Demonstrate an attitude of responsibility for work independently
Study Materials	STUDY MATERIALS/ SUBJECT MATTER	SUB- STUDY MATERIALS /SUB-SUBJECT MATTER	
	1.Konsep experimental research and experimental design	Konsep experimental research and experimental design	
	2.Konsepement validity,	Konsep internal validity of the experiment,	
		The concept of external validity of the experiment	
	3.Dessays of research excursions in general,	Dessays research experiments in general	
	4. Treatment design: Dessay essay ekepriment treatment two or more random groups	Dessay essay ekepriment treatment of two or more random groups: by applying Post test Control Group Design	
		Dessay essay on the treatment of two or more random groups: by applying Pree test Post test Control Grup Design	
		Dessay on the treatment of two or more random groups: The Within Treatment Group (GWT)	

	5.Uji multiple comparison,	Uji multiple comparison,
	6.Desain experimentation of treatment of two or more factors,	Desain experimentation of two-factorial treatment (fixed, Mixed, Random) by applying Post test Control Group Design, Pree test Post test Control Group Design, GWT
		Desain experiment treatment of three factorials (fixed, Mixed, Random) by applying Post test Control Group Design, Pree test Post test Control Group Design, GWT
		Dessay experiment three-factor treatment
	7. Desain Experimental Context	Dessayn ekeprimen of the environment of the subjects in pairs,
		Desain ekeprimen environmental counterbalance
		Dessayn environmental assessment time series
LEARNING ACTIVITIES	Pedekatan	<i>Student centered learning.</i>
	Method/strategy?model	<i>Kooperatif cased method, project based learning.</i>
	Mode of activity	<i>Online learning: Synchronous and Asynchronous models.</i>
	Assignment	Case analysis, group project tasks and presentations
VALUATION	Methods/techniques	Performance Appraisal, Product Appraisal, Attitude Appraisal.
	Instrument	Rating <i>scale</i> , Rubric .
REFERENCE	Main	<ol style="list-style-type: none"> 1. Abdi, Herve, Betty Edelman, Dominique Valentin & W. Jay Dowing. (2009). <i>Experimental Design and Analysis for Psychology</i>. New York: Oxford University Press, Inc 2. Cook, Thomas D., Donald T. Campbell, <i>Quasi Experimentation</i>. Boston: Houghton Mifflin Company, 1979.

		<p>3. Creswell, John W. (2007). <i>Qualitative Inquiry & Research Design: Choosing Among Five Approaches</i>. Second Edition. Thousand Oaks, California, Sage Publication</p> <p>4. Kerlinger, Fred Nichols and Howard Bing Lee. (2000). <i>Foundation of Behavioral Research</i>. New York: Harcourt College Publishers.</p> <p>5. Montgomery, Douglas. <i>Design and Analysis of Experiments</i>. New York: SAS Institute, 2013</p> <p>6. Toutenburg, Helge, dan Shalabh. <i>Statistical Analysis of Designed Experimental</i>. California: Springer, 2009</p>
	Supporter	<p>7. Campbell, Donald T., Julian C. Stanley. <i>Experimental and Quasi Experimental Designs for Research</i>. Boston: Houghton Mifflin Company, 1963</p> <p>8. Creswell, John W. (2014). <i>Research Design, Qualitative, Quantitative and Mixed Methods approaches</i>. New Delh: Sage Publication.</p> <p>9. Fraenkel, Jack R. <i>How to Design and Evaluation Research and Education</i>. New York: McGraw Hill, 2009</p> <p>10. Johnson R. Burke, Larry Christenses. (2017). <i>Educational Research, Quantitative, Qualitative and Mixed Approaches</i>. New Delhi: Sage Publications India Pvt. Ltd.</p> <p>11. Dantes, N. (2017). <i>Experimental Design an Data Analysis</i>. Depok: Rajawali Press.</p>
REQUIRED COURSES	Static	

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	Affirming the nature of experimental research and experiential design	Konsep experimental research and experimental design	Students are able to reaffirm the nature of experimental research and experiential design	<ul style="list-style-type: none"> Virtual face-to-face via <i>zoom meeting</i>: Students discuss experimental research materials Lecturer explains introduction to experimental design The lecturer gave an example of the design of the experimental research treatment. Students discuss drafting questions with experimental research Students present the results of the discussion 	<ul style="list-style-type: none"> Looking for references. Read/explore references on experimental research and design introductions Compose concisely 	TM: 3x50' BT: 3x120 BM: 3x120.	<ul style="list-style-type: none"> Book 5: 10-25 Reading text, Power point, Youtube 	<u>Assignment</u> <ul style="list-style-type: none"> Structuring questions with experimental research Presentation of discussion results <u>Performance Appraisal</u> at the time of presentation

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
				Synchronous:	Asynchronous:			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2	Analyzing the concept of internal and external validity of experiments on experimental research	Internal validity of the experiment	Analyze the internal validity of the experiment Analyze the external design of an experiment	<ul style="list-style-type: none"> Students present material on the internal validity and externality of the experiment Discussion of presentation results 	<ul style="list-style-type: none"> Read/dive into references to the internal and external validity of experiments 	TM: 3x50' BT: 3x120 BM: 3x120.	<ul style="list-style-type: none"> Book 5: 10-25 Reading text, Power point, Youtube 	<u>Tasks:</u> Composing PPT <u>Performance Appraisal</u> at the time of presentation
3	Analyze adequate or inadequate experimental design (pre-experimental, true-experimental and quasi-experiential) as appropriate with regard to the type of internal and external validity of the experiment	Dessays research experiments in general	<ul style="list-style-type: none"> Analyzing the design of research experiments is generally adequate and inadequate Analyze educational research in accordance with the general experimental design (pre-experimental, true-experimental and 	<ul style="list-style-type: none"> The lecturer explains the design of the experiment (pre-experimental, true-experimental and quasi-experiential) Discuss the results of student analysis of adequate and inadequate design related to pre-experiment, true-experiment and quasi-experiential) and determine the internal and external validity of experiments that correspond to the design 	<ul style="list-style-type: none"> Reading/delving into references to the design of research experiments is generally adequate and inadequate 	TM: 3x50' BT: 3x120 BM: 3x120.	<ul style="list-style-type: none"> Book 5: 10-25 Reading text, Power point, Youtube 	<u>Tasks:</u> Analyzing adequate and inadequate experimental design <u>Performance Appraisal</u> at the time of discussion in class

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)
			quasi-experiential)	of experimental designs (pre-experimental, true-experiential and quasi-experiential)				
4 -5	Analyzing the design concept of two or more treatment experiments and testing their hypotheses	Dessay essay on the treatment of two or more random groups: by applying Post test Control Group Design, Pre test Post test Control Group Design	<ul style="list-style-type: none"> Lysizing the design of the treatment of two or more groups: by applying the Design Group Post test Control design Lysed the treatment ekepriment design of two or more random groups: by applying 	<ul style="list-style-type: none"> Lecturers discuss the design of the treatment of two or more groups (Design Post test Control Group Design, Pre test Post test Control Group Design Lecturers give case studies Students discuss <i>case</i> studies and present the results of discussions 	<ul style="list-style-type: none"> Read/explore references to the design of the treatment of two or more groups 	TM: 6x50' BT: 6x120' BM: 6x120'	<ul style="list-style-type: none"> Book 5: 10-25 Reading text, Power point, Youtube 	<u>Assignment</u> <u>Improve presentation results</u> <u>Performance</u> Appraisal at the time of discussion in class

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
				Synchronous:	Asynchronous:			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			<ul style="list-style-type: none"> • Pree test Post test Control Grup Design 					
			<ul style="list-style-type: none"> • Analyze the design of treatment assessments in more than two groups: Within Treatment Group (GWT) 	<ul style="list-style-type: none"> • Lecturers discuss the design of treatment principles in more than two groups: the Within Treatment Group (GWT) • Students designed treatment assessment research in more than two groups: the Within Treatment (GWT) Group • Students present the results of the discussion 	<ul style="list-style-type: none"> • Read/explore references to the design of the treatment of two or more groups • Improving percentage results 		<ul style="list-style-type: none"> • Book 5: 10-25 • Reading text, • Power point, • Youtube 	<u>Assignment</u> <u>Improve presentation results</u> <u>Performance Appraisal</u> at the time of discussion in class and Product results of improvements
6	Analyzing the design concept of counterbalanced experiments and their testing	Uji multiple comparison,	Analyze multiple benchmarking tests		<ul style="list-style-type: none"> • Read/explore references on multiple benchmarking tests • Discussion of multiple comparisons and 			<u>Assignment</u> Compile multiple comparison PPT Product Assessment PPT

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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)
					<ul style="list-style-type: none"> consultations with lecturers • Build multiple comparison test PPT • Improving percentage results 			
7				<ul style="list-style-type: none"> • Percentage of the results of the improvement of the results of the case study of the treatment assessment of two or more groups (design Post test Control Group Design, Pre test Post test Control Group Design • The percentage of improvements in the results of the treatment assessment design design is more than two groups: 				<u>Performance Appraisal</u> at the time of percentage

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
				Synchronous:	Asynchronous:			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
				the Within Treatment Group (GWT) <ul style="list-style-type: none"> Multiple comparison test percentage 				
8	<u>Midterm Exams</u>							
9-10	Analyzing the experimental design concept of two or more factorial treatments and testing their hypotheses	1. Basic concepts Factorial design 2. Factorial design 3. Factorial research procedure 4. Factorial research design 5. Fixed random design	<ul style="list-style-type: none"> Students are able to analyze the experimental design of the treatment of two or more factors and test the hypothesis 	<ul style="list-style-type: none"> Lecturers discussed the design of treatment principles in more than two groups: Within Treatment Group (GW experimentation of two-factorial treatment (fixed, Mixed, Random) by applying Post test Control Group Design, Pree test Post test Control Group Design, GWT) Students designed research methods for 	<ul style="list-style-type: none"> Read/explore references to the design of the treatment of two or more groups Work on group assignments Students in groups discuss at LMS Students upload exposure assignments Lecturers monitor student activities in the LMS 	300'	<ul style="list-style-type: none"> Book 5: 10-25 Factorial RAL reading text Youtube : https://www.youtube.com/watch?v=WW_ItAXBv9U Youtube: https://www.youtube.com/watch?v=ukey7ulfiY8 	<ul style="list-style-type: none"> <u>Compiling a factorial design 2x2 (treatment by level)</u> <u>Performance Appraisal of presentations</u> Product assessment of factorial analysis

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Week To:	Learning Outcomes (Sub-CPMK)	Material (Study Material)	Success Indicators	Forms of Learning; Learning Methods; Assignment;		Time allocation	Source/ Media	Assessment/ Assignment
				Synchronous:	Asynchronous:			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
				treatment principles in two groups: the Within Treatment Group (GWT)				
11	Analyzing the experimental design concepts of paired subjects and their testing	Desain experiment treatment of three factorials (fixed, Mixed, Random) by applying Post test Control Group Design, Pree test Post test Control Group Design, GWT	<ul style="list-style-type: none"> Students are able to design experimental research on three-factor treatment Students are able to analyze the experimental design of subjects in pairs and their testing 	<ul style="list-style-type: none"> Lecturers provide direction and guidance in designing experimental research on the treatment of three factorials Lecturers and students discussed the treatment of three factors and their problems Lecturers and students discussed in analyzing research data from three-factorial treatment experiments Students present the results of the discussion 	<ul style="list-style-type: none"> Students arrange presentations based on the results of discussions Students conduct data analysis of three-factorial treatment research Students upload exposure assignments Lecturers monitor student activities in LMS 	150'	<ul style="list-style-type: none"> Books: 7, 8, 11 Youtube: https://www.youtube.com/watch?v=tjS8TVsmEz0 	<ul style="list-style-type: none"> Presentation performance appraisal Attitude assessment

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
				Synchronous:	Asynchronous:			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12	Analyzing the design concept of counterbalance experiments and their testing	<ol style="list-style-type: none"> Counterbalance experiment design concept Counterbalance design implementation steps 	<ul style="list-style-type: none"> Students are able to design counterbalance type research Students are able to analyze data from counterbalance type research results 	<ul style="list-style-type: none"> Lecturers provide lighters for discussions related to the type of counterbalance research Students and discussion lecturers discuss counterbalance material Students present the results of the discussion with counterbalance type research 	<ul style="list-style-type: none"> Students study and discuss with other students in the LMS material on counterbalance desian Students design counterbalance type research Students perform counterbalance research data analysis 	150'	<ul style="list-style-type: none"> Books: 5, 7, 8, 11 Youtube : https://www.youtube.com/watch?v=r8ToGKBLwsM Yuoutube: https://www.youtube.com/watch?v=dFdeEw8klWE 	Presentation Tasks
13	Analyzing the design concept of times series experiments, multiple time series and their testing	<ol style="list-style-type: none"> times series experimental design concept multiple times series experimental design concept analysis with a single-line anava 	<ul style="list-style-type: none"> Students are able to design types of time series and multiple time series research Students are able to analyze time series and multiple time series design comparisons 	<ul style="list-style-type: none"> Lecturers provide lighter materials for discussions related to time series and multiple time series designs Students discuss the design concepts of time series and multiple time series experiments Students present the results of their design and 	<ul style="list-style-type: none"> Students do the task of making exposure materials Students discuss in groups at LMS Lecturers monitor student activities in the LMS Students upload exposure 	150'	<ul style="list-style-type: none"> Books: 1, 3, 8, 11 Yuoutube : https://www.youtube.com/watch?v=qN-EPoolhY Youtube: https://www.youtube.com 	<ol style="list-style-type: none"> Presentation performance appraisal Attitude assessment

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)
				analysis of the types of time series and multiple time series experimental research			/watch?v=13yuoR95Vul	
14-15	Compile and present experimental research proposals according to the type of experiments they design and are responsible for their duties independently	<ol style="list-style-type: none"> pre-experimental, true-experimental and quasi-experimental) and internal and external validital experiments that correspond to the design of experiments (pre-experimental, true-experimental and quasi-experimental) Experimental research procedures Experimental research data 	<ul style="list-style-type: none"> Students are able to design and display the results of experimental design research proposals in accordance with the concept of experimental research and are responsible for their tasks independently 	<ul style="list-style-type: none"> Lecturers provide direction and instructions for presentations and their assessment mechanisms Students present experimental design research design Tanya answer and Discuss against results Exposure student Students whose presentations record suggestions and input from lecturers and other students Lecturers provide presentation performance appraisals 	<ul style="list-style-type: none"> Students compile experimental research proposals Online discussions at LMS with other students and lecturers Reviewing proposals, after getting input / suggestions from other students and lecturers Create material for exposure to experimental research proposals Upload proposals and exposures 	300'	Books: 1, 2, 3, 5, and 6	<ol style="list-style-type: none"> Presentation performance appraisal Product assessment of experimental research proposals (rubrics)

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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)
		collection techniques 5. Experimental research data analysis techniques			<ul style="list-style-type: none"> Lecturers provide product assessments (research proposals) 			
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	10
Task-2	10
Task-3 (<i>case based</i>)	15
Task-4 (<i>case based</i>)	15
UTS	20
UAS (<i>project based</i>)	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	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	Haven't Graduated Yet
0 – 45	And	0	Haven't Graduated Yet

CASE ANALYSIS TASKS

CASE:

1. Given an article that applies the design of the treatment assessment of two or more groups (design Post test Control Group Design, Pre test Post test Control Group Design

Question

- What type of Research is used? What research design is used?
- How is the sampling going? Is it in accordance with the chosen design? If not, how should it be?
- Is it counterintuitive of internal validity? If not how should the researcher do?
- How is the research hypothesis? Is it in accordance with the purpose of the study? Describe the research hypothesis that the data used in the experimental research?
- Is the data analysis used correct? Theoretically explain the analysis of such data and test the requirements of data analysis?
- Are the conclusions of the study correct?
- Look for articles that apply the research design of two groups with different designs

INSTRUCTIONS:

Discuss in groups

Worked on at meetings, present

PROJECT TASKS

Courses (credits)	Experimental Design (3 credits)
Semester	Even 2021 – 2022
Courses	S2 Educational Research and Evaluation
Tasks to:	2
Task name	
Purpose of the task	Prepare an experimental design research proposal according to the type of experimental design research
Job Description	<p>Make an experimental design research proposal, in accordance with the problems that students can identify. Choose one type of experimental design research that is in accordance with the problem to be studied.</p> <ol style="list-style-type: none"> 1. Precedence (cover, introduction, abstract, table of contents) 2. CHAPTER 1 (background, problem identification, Problem limitations, problem rumsuan, research objectives, research benefits, and state of the art). 3. CHAPTER 2 (toeri studies, relevant research, thinking frameworks, research hypotheses) 4. CHAPTER 3 (place and time of research, research methods, research population and samples, research design, validity of experiments, Data collection techniques, and Data analysis techniques and analysis) 5. Bibliography 6. Appendix: draft research data collection instrument
Time	12-13th meeting
Technical instructions	<ol style="list-style-type: none"> 1. Determine the research topic 2. Abstract an experimental research proposal 3. Determine the type of experiment design research to use 4. Compiling the problems in chapter 1 5. Analyze the appropriate journals 6. Determine the steps2 of the research to be carried out 7. Create a data collection instrument drat 8. Expose experiment design proposals
Assessment criteria	Project task assessment rubric

Note:

Product assignment :

1. Experimental design research proposal
2. Exposure material in ppt form

ASSESSMENT SHEET PRESENTATION

Courses:.....

Courses:.....

Semester :

Student name: ..

Assignment/product: presentation in a class discussion

Assessment date:

No	Assessed aspects	Weight (%)	Shoes (1-5)	Value (bobotxskor)
1	Communication skills	15		
2	Mastery of the material	30		
3	Ability to answer questions	20		
4	Media use	20		
5	Attitude/Personality (look/spirit/hospitality/cooperation)	15		
Sum		100		
Average value (end)				

Information:

1= very lacking

2= less

3= enough

4= good

5= excellent

Jakarta.....

Assessment

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ASSESSMENT SHEET PRODUCT

Courses:.....

Courses:.....

Semester :

Student name:

Tasks/products:

Assessment date:

No	Assessed aspects	Weight (%)	Shoes (1-5)	Value (bobotxskor)
1		10		
2		10		
3		10		
4		15		
5		20		
6		15		
7		20		
Sum		100		
Average value (end)				

Information:

1= very lacking

2= less

3= enough

4= good

5= excellent

Jakarta.....

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	
AVERAGE VALUE		

Information:

1= very lacking

2= less

3= enough

4= good

5= excellent

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Assessment

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