

Plan Learning Semester (RPS) University Bengkulu based OBE Year 2022



Plan Learning Semester (RPS)
University Bengkulu

Faculty	:	teacher and Knowledge Education
Program Studies	:	Doctor Education (Doctor of Education)
Code Program Studies	:	88001
Name Eye Studying	:	System Assessment and evaluation education
Code Eye Studying	:	MDK-3101
Type Subject	:	Required National , Required Study Program, Choice, Interest, Task End/Thesis/Thesis/Dissertation
Weight credits	:	stare Advance: 3 SKS Practice: ... Credits, Practice Field: ... SKS Simulation: ... credits
Method Learning	:	Method Solution Case (<i>Case methods</i>) and Method Learning based Project (<i>Project Based Learning/ Team-Based projects</i>)
Semester	:	1 (Odd)
Year teachings	:	2021/2022
Lecturer Support	:	1 Dr. Hadiwinarto, M.Psi.
		2. Dr. Wasidi, M.Pd.
Coordinator Program Studies	:	Prof. Sudarwan danim, M.Pd
Date Development RPS	:	24 May 2022
CPMK Eye Studying	:	Graduate of Program Doctor Knowledge Education interest Guidance and Counseling FKIP University Bengkulu expected have competence or description qualification as following (Qualification level 9 KKNI).
Achievements Learning (CP)		
A. CPL-Prodi which Chargedon MK	:	
1. CPL-1 (S-4)	:	play a role as inhabitant country which proud and love water, have nationalism as well as flavor responsibility on country and nation;

2. CPL-4 (P-1)	:	Capable develop knowledge, technology, and or art in in field education through research, so that produce creation innovative which tested
3. CPL-5 (P-3)	:	kindly inter-multi and transdiscipline dominate philosophy science, various paradigm, theory, draft as well as results study in various discipline knowledge which relevant with field guidance and counseling for arrange something paradigm which have donation novelty or framework to a study which original which will held in the form of dissertation.
4. CPL-6 (KU-8)	:	Capable develop and maintain connection collegial and colleague in in environment alone or through network toJasama with community researcher outside institution
5. CPL-7 (KK-1)	:	Demonstrate the behavior of carrying out duties as an expert in the field of guidance and counseling that reflects personality educator and scientist, that is independence, integrity, attitude and responsibility professional, as well as awareness will base philosophical and scientific for every action professional.
B. Achievements Learning Eye Studying (CPMK)	:	
1. CPMK 1	:	play a role as inhabitant country which proud and love water, have nationalism as well as flavor responsibility on country and nation;
2. CPMK 2	:	Capable develop knowledge, technology, and or art in in field education through research, so that produce creation innovative which tested
3. CPMK 3	:	kindly inter-multi and transdiscipline dominate philosophy science, various opics me, theory, draft as well as results study in various discipline knowledge which relevant with field guidance and counseling for arrange an opic me which have donation novelty or framework to a study which original which will held in the form of dissertation.
4. CPMK 4	:	Capable develop and maintain connection collegial and fellowship in in environment alone or through network toCooperation with community researcher outside institution
5. CPMK 5	:	Show behavior implementation Duty as an expert field guidance and counseling which reflect personality educator and scientist, that is independence, integrity, attitude and opic responsibility ment y, as well as awareness of grounding philosophical and scientific for every action the professional.
C. Ability End Each Stages Study (Sub-CPMK)	:	
1. Sub-CPMK1	:	Have character, values moral, ethics and norm which internalized in every studentContribute in solving problem education
2. Sub-CPMK2	:	Develop science correctly, objectively, and in accordance with the workings and fulfill the principles of philosophy, as well as implementation in development knowledge education with utilise technology latest.
3. Sub-CPMK3	:	Develop science correctly, objectively, and in accordance with the way it works and fulfills the principles of philosophy, as wellimplementation in development knowledge education with utilise technology latest.
4. Sub-CPMK4	:	Have opic ment y science study which characteristic operational in acquire, process, interesting conclusion
5. Sub-CPMK5	:	Have commitment for expansion innovation education
6. Sub-CPMK6	:	Composing opics me and solution science, technology or art based on view critical on fact education

Correlation CPMK to Sub-CPMK		
1. CPMK1	:	Sub-CPMK1
2. CPMK2	:	Sub-CPMK2
3. CPMK3	:	Sub-CPMK3
4. CPMK4	:	Sub-CPMK4
5. CPMK5	:	Sub-CPMK5
6. CPMK6	:	Sub-CPMK6
Description Short Eye Studying	:	Eye studying System Assessment and evaluation education give supplies draft experience and practice to student about The educational assessment and evaluation system is used as a provision for carrying out assessments and evaluations of institutions which include assessments and evaluation self institution, assessment and evaluation internal, assessment and evaluation external, assessment and evaluation policy, model-model evaluation, orientation and approach in evaluation, accreditation and assessment and evaluation programs.
Learning Materials or Materials Study in	:	<i>Write down the learning materials that students will study in the order of the Sub-CPMK. Write down the learning material in form language English also.</i>
1. Meeting 1	:	Capable simulate method work philosophy and philosophy knowledge knowledge (Able to simulate the workings of philosophy and philosophy of science)
2. Meeting 2	:	Able to describe the position of scientists, scientific development correctly (<i>Able to describe the position of scientists, scientific development correctly</i>)
3. Meeting 3	:	Capable differentiate Among theory with draft (<i>Able to distinguish between theory and concept</i>)
4. Meeting 4	:	Capable analyze method work falsifiability and falsification (<i>Able to opic m the works of falsifiability and falsification</i>)
5. Meeting 5	:	Capable synthesize method work objectivism (<i>Able to synthesize the workings of objectivism</i>)
6. Meeting 6	:	Capable analyze theory as structure (<i>Able to analyze theory US structures</i>)
7. Meeting 7	:	Capable differentiate rationalism and relativism (<i>Abel to distinguish rationalism and relativism</i>)
8. Meeting 8	:	Capable describe constellation philosophy knowledge, theory as structure, and the implication in knowledge education (<i>Abel to describe the constellation of philosophy of science, theory US a structure, and its implications in science education</i>)
9. Meeting 9	:	Capable analyze philosophy realism, instrumentalism, and truth (<i>Able to analyze the philosophy of realism, instrumentalism, and truth</i>)
10. Meeting 10	:	Capable simulate method work knowledge knowledge (Abel to simulate the works of science)
11. Meeting 11	:	Capable simulate method work knowledge empirical induction (Able to simulate the workings of empirical induction)
12. Meeting 12	:	Capable simulate method work knowledge certain deduction (<i>Able to simulate the workings of the exact science of deduction</i>)
13. Meeting 13	:	Capable describe development philosophy knowledge knowledge (<i>Abel to describe the development of the philosophy of science</i>)
14. Meeting 14	:	Capable designing implementation development knowledge education (<i>Abel to design the implementation of educational science development</i>)
Source Reference or References	:	
1. References Main	:	[1] Anthony J. Nitko, 1996, Educational Assessment of students, New Jersey, Prentice Hall.

[2] Daniel L. Stufflehem & Anthony I. Shinkfield: Evaluation theory, Models & Applications. John Wiley & Sons, Inc. San Francisco. 2007.

[3] Hambleton, Ronald K, H. Swaminathan, & H. Jane Rogers. 1991. Fundamentals of Items Response theory. Newbury park, London: Sage Publications

[4] Hambleton, Ronald K, H. Swaminathan. 1985. Item Response theory, Principles and Applications. Kluwer : Nijhoff publishing.

[5] James C. McDavid & Laura, L. Hawthorn: Program Evaluation & Performance Measurements: An Introduction to practices, SAGE Publications, Inc. London, 2006

[6] beebey, CE, 1979, Assessment of English Education a Guide in planning, wellington, Oxford University press, diterjemah BP3K

[7] Menristekdikti, 2015, Permenristekdikti Number 44 Year 2015 about the National Standard Education High, Jakarta, Permenristekdikti

[8] Cross A., 1973, Home economics evaluation, Columbus Ohio, A Bell and Howel Company

[9] Razik, A. Taher and Swanson D. Austin, 1995, Fundamentals Concepts of Educational Leadership and management, New jersey, Prentice Hall

[10] Ryan Watkins, 2012, A Guide to Assessing Needs Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results

[11] Tuijnman C. Albert and Postlethwaite, 1994, Monitoring The Standards of Education, New York, British Library Cataloging in Publications Data.

2. References Supporter : -

Media Learning :

1. Device Soft : IRTPRO Winstep Rasch.

2. Device Hard : LCDs, White Bored, Whiteboard marker, Laptops

Method Learning : *Can use wrong one for each Sub-CPMK that is Method Solution Case (Case methods) or Method Learning Group based Project (Team-Based Project).*

Steps or Activity plan Learning Every Meeting

Sunday to-	Final Ability Each Stages Study (Sub-CPMK)	Evaluation		Learning Forms, Methods Learning, Assignment Student [Estimated Time]		Theory Learning [References]	Weight Evaluati on(%)
		Indicator	Criteria and Technique	Offline (<i>Offline</i>)	Online (<i>Online</i>)		
1	Student behave	Response student and	Test oral :	exposure contract	-	Framework work	5 %

	positive and able to explain counseling framework cross-cultural/multi culture	ability explain	completeness answer	college, strategy lecture, study material, distribution assignments and questions answer (3x50 minute)		counseling cross/multi culture	
2	Student behave positive and able to explain research methods counseling cross culture in psychology and education	Response student and ability explain	Oral test: completeness answer	Material exposure study and question and answer (3x50 minutes)	-	Method study counseling cross inner culture psychology and education	5 %
3	Student behave positive and capable describe issue- process issues and development culture based on the framework conceptual work and implications for education and guidance counseling and technique counseling.	Response student and ability describe issues process and development culture	Point to a: result display study, discipline Portfolio: description of issues in a manner individual.	exposure individual results material study study and question and answer (3x50 minutes)	-	Culture and process development	5 %
4	Students behave positive and capable describe the issues issue development cognition of a culture based on framework to a conceptual and implications for education and guidance counseling and technique counseling.	Student response and ability describe issue- development issues cognition something culture	Work method: result display study, discipline Portfolio: description issues in a manner individual.	exposure individual study results ingredient study he asked answer (3x50 minute)	-	Culture and development cognition	10 %

5	Student behave positive and capable describegender issues in certain culture based on framework conceptual work and implications for education and guidance counseling and technique counseling.	Response student and ability describe issues cognition development something culture	Show work: exposurestudy results, discipline Portfolio: descriptionissues individually individual.	exposure individual study results study material and ask answer (3x50 minutes)	-	Culture and gender	10 %
6	Students behave positive and capable describe the issues gender in culture specific based on conceptual frameworkand implications for education and guidance counseling and technique counseling.	Response student and ability describe issues cognition development something culture	Show work: exposurestudy results, discipline Portfolio: descriptionissues individually individual.	exposure individual study results study material and ask answer (3x50 minutes)	-	Culture and development emotion	10 %
7	Students behave positive and capable describe the issues gender in culture certain based conceptual frameworkand implications for education and guidancecounseling and technique counseling.	Response student and ability describe issues cognitive development something culture	Show work: exposurestudy results, discipline Portfolio: descriptionissues directly individual.	exposure individual study results study material and ask answer (3x50 minutes)	-	Culture and	5 %
8	UTS/Exam Middle Semester: To do validation results evaluation, evaluation, and repair process learning next.						30 %
9	Students behave positive and capable describe issuesgender in culture certain based on		Show work: exposurestudy results, discipline Portfolio: description	exposure individual study results ingredient study	-	Culture and personality	10 %

	conceptual framework and implications for education and guidance counseling and technique counseling.		issues in a manner individual.	and ask answer (3x50 minutes)			
10	Students behave positive and capable describe the issues gender in culture specific based on conceptual framework and implications for education and guidance counseling and technique counseling.	Response student and ability describe issues cognitive development something culture	Show work: exposure study results, discipline Portfolio: description issues directly individual.	exposure individual study results study material and ask answer (3x50 minutes)	-	Culture and	5 0/0 _
11	Students behave positive and capable describe the issues gender in culture certain based on conceptual framework and implications for education and guidance counseling and technique counseling.	Response student and ability describe issues cognitive development something culture	Show work: exposure study results, discipline Portfolio: description issues directly individual.	exposure individual study results study material and ask answer (3x50 minutes)	-	abnormality	10 %
12	Students behave positive and capable describe the issues gender in culture specific based on conceptual framework and implications for education and guidance counseling and technique counseling.	Response student and ability describe issues cognition development something culture	Show work: exposure study results, discipline Portfolio: description issues individually individual.	exposure individual study results study material and ask answer (3x50 minutes)	-	Culture and behavior social (1):self and	10 %

13	Students behave positive and capable describe the issues gender in culture specific based on conceptual framework and implications for education and guidance counseling and technique counseling.	Response student and ability describe issues cognition development something culture	Show work: exposure study results, discipline Portfolio: description issues individually individual.	exposure individual study results study material and ask answer (3x50 minutes)	-	identity; (2) connection interpersonal and between groups	5 %
14	Students behave positive and capable describe the issues gender in culture certain based conceptual framework and implications for education and guidance counseling and technique counseling.	Response student and ability describe issues cognitive development something culture	Show work: exposure study results, discipline Portfolio: description issues directly individual.	exposure individual study results study material and ask answer (3x50 minutes)	-	Culture and	5 %
15	Students behave positive and capable describe the issues gender in culture certain based conceptual framework and implications for education and guidance counseling and technique counseling.		Show work: exposure study results, discipline Portfolio: description issues directly individual.	exposure individual study results study material and ask answer (3x50 minutes)	-	The essence of culture education and development yes	5 %
16.	UAS/Exam End Semester: To do validation results evaluation end and determine graduation student.						40 %
Total Score							100
Plan Evaluation							

Base Evaluation	:	Component Evaluation	Weight (%)	Description (Language Indonesia)	Description (Language English)
1. Activity participatory	:	Observation Activity Student(<i>Case methods</i>)	8	Activity presentation group and discussion student in complete case about system assessor and evaluation education (Task 1, Task 3, Task 7, and Task 9).	Group presentation activities and students discussions in solved cases about education assessment and evaluation system (Task 1, Tasks 3, Tasks 7, and Tasks 9).
2. Results Project	:	Report Results Project (<i>ProjectBased Learning/ Team-Based projects</i>)	65	Report project: 1) arrange theme, topic, and title study system assessor and evaluation education; 2) arrange proposal study system assessor and evaluation education; 3) arrange topic ment study system assessor and evaluation education; 4) identify assessment system research data and data evaluation ; 5) processing data study system assessor and evaluation education; 6) write result report study system assessor and evaluation education; 7) write article scientific from the results of the assessment system research and data evaluation ; and 8) publish article scientific in journal National Accredited Kemendikbudristek (Task 5, task 11, task 13, Task 14, Task 16, Task 18, Task 20, Task 22, and Task 24).	The project reports: 1) compiles the themes, topics, and titles of the education assessment and evaluation research system; 2) develop a discourse analysis research proposals; 3) develop a education assessment and evaluation system research instruments; 4) identify education assessment and evaluation system research data; 5) processing education assessment and evaluation research data system; 6) write a report on the results of education assessment and evaluation system research; 7) writing scientific articles from the results of education assessment and evaluation system research; and 8) publishing scientific articles in national journals accredited by the Ministry of Education and Technology (Task 5, Task 11, Task 13, Tasks 14, Tasks 16, Tasks 18, Tasks 20, Tasks 22, and Tasks 24).
3. Cognitive/Knowledge	:	1. Task Independent and Group	12	Self-assessment makes a summary for 11 material from Sub-CPMK1 to Sub-CPMK 6 (Task 2, Task 4, Task 6, Tasks 8, Task 10, Task 12, Task 15, Tasks 17, Task 19, task 21, Task 23, and Task 25).	The independent task summarizes 11 materials from Sub-CPMK1 to Sub-CPMK6 (Task 2, Tasks 4, Tasks 6, Task 8, Tasks 10, Tasks 12, Tasks 15, Tasks 17, Tasks 19, Tasks 21, Tasks 23, and Tasks 25).

	2. Quiz	-	-	-
--	---------	---	---	---

	3. Exam Middle Semester (UTS)	5	Answered 50 multiple choice questions questions from the material about the assessman system and evaluation education on meeting 1until with meeting 7.	Answering multiple choice questions as many US 50 questions from material about education assessment and evaluation system at meeting 1 to meeting 7.
	4. Exam End Semester (UAS)	10	Answer question choice double as much 50 question from Theory about system assessor and evaluation education on meeting 1until with meeting 15.	Answer multiple choice questions US many US 50 questions from the material on education assessment and evaluation system at meetings 1 to 15 meetings.
	Amount Score	100		

Activity Student

1. Student Activity Meeting First	:	
a. Type Activity	:	a. Activity participatory : Observation Activity Student (<i>Case methods</i>) b. Cognitive: Task Individual
b. Title Activity	:	1. Analysis case about reality and development system assessman and evaluation education. 2. Make summary Theory studying about reality and development system assessor and evaluation education.
c. Location Activity	:	a. Class A, Building Postgraduate FKIP Unib b. LMS University Bengkulu in https://elearning.unib.ac.id/
d. Date Implementation	:	a. Analysis Case on Saturday, February 12 2022, O'clock 14.50-16.30 WIB b. Task Individual make Summary on 13 sd 18 February 2022
e. Number SK Task	:	-
f. Date SK Task	:	-
g. Type Member	:	a. Group small for analysis case b. Individual for make summary
h. ID Activity	:	Tgs-Pt1 (Task Meeting 1)
i. Steps Activity	:	a. Formation Group Small b. Analysis Case in Group c. Presentation Case per Group in a manner Panel d. Giving Strengthening Theory by Lecturer e. Giving Task Individual
j. Indicator Evaluation	:	a. Analysis Case a. Accuracy explain reality development system assessman and evaluation education in field education Indonesia. b. Accuracy in explain development system assessman and evaluation education in field education Indonesia.

		b. Task Individual Summarizing Theory a. Suitability with content Theory b. Systematic Compilation c. Use Language
k. Criteria and Weights Evaluation	:	a. Analysis Case Criteria: Appropriate explain : Weight 2 Not quite right to explain : Weight 1 Not appropriate explain : Weight 0 b. Task Individual Summarizing Theory Criteria: Appropriate make summary : Weight 1 Not enough appropriate make summary : Weight 0.5 Not exactly make summary : Weight 0
l. List References/Lists Reference		[1] p. 1-30 [3] p. 1-25 [11] p. 26-40 [20] p. 32-50
2. Student Activity Second meeting	:	
a. Type Activity	:	a. Activity participatory : Observation Activity Student (<i>Case methods</i>) b. Cognitive: Task Individual
b. Title Activity	:	1. Case analysis about comparing the types of assessment systems and educational evaluation as a source of data analysis in the field education language Indonesia. 2. Make summary Theory studying about type system assessman and evaluation education as source analysis data.
c. Location Activity	:	1. Class A, Building Postgraduate FKIP Unib 2. LMS University Bengkulu in https://elearning.unib.ac.id/
d. Date Implementation	:	1. Analysis Case on Saturday, February 19th 2022, O'clock 14.50-16.30 WIB 2. Task Individual make Summary on 19 sd 24 February 2022
e. Number SK Task	:	-
f. Date SK Task	:	-
g. Type Member	:	1. Group small for analysis case 2. Individual for make summary
h. ID Activity	:	Tgs-Pt2 (Task Meeting 2)
i. Steps Activity	:	1. Formation Group Small 2. Analysis Case in Group

		<ul style="list-style-type: none"> 3. Presentation Case per Group in a manner Panel 4. Giving Strengthening Theory by Lecturer 5. Giving Task Individual
j. Indicator Evaluation	:	<ul style="list-style-type: none"> 1. Analysis Case <ul style="list-style-type: none"> 1. Accuracy explain comparison every kind system assessor and evaluation education as source analysis data in field education language Indonesia. 2. Task Individual Summarizing Theory <ul style="list-style-type: none"> 1. Suitability with content Theory 2. Systematic Compilation 3. Use Language
k. Criteria and Weights Evaluation	:	<ul style="list-style-type: none"> 2. Analysis Case <ul style="list-style-type: none"> Criteria: Appropriate explain : Weight 2 Not quite right to explain : Weight 1 Not appropriate explain : Weight 0 3. Task Individual Summarizing Theory <ul style="list-style-type: none"> Criteria: Appropriate make summary : Weight 1 Not enough appropriate make summary : Weight 0.5 Not exactly make summary : Weight 0
l. List References/Lists Reference	:	<ul style="list-style-type: none"> [1] p. 30-50 [3] p. 26-56 [11] p. 30-52 [12] p. 9-26 [20] p. 45-56
3. Activity Student Third Meeting		
a. Type Activity	:	<ul style="list-style-type: none"> 1. Results Project: Report Results Project (<i>Project Based Learning/ Team-Based projects</i>) 2. Cognitive: Task Individual
b. Title Activity	:	<ul style="list-style-type: none"> 1. Project arrange theme, topic, and title study analysis system assessor and evaluation education in field education language Indonesia. 2. Make summary Theory studying about type system assessor and evaluation education as source analysis data.
c. Location Activity	:	<ul style="list-style-type: none"> 1. Class A, Building Postgraduate FKIP Unib 2. LMS University Bengkulu in https://elearning.unib.ac.id/
d. Date Implementation	:	<ul style="list-style-type: none"> 1. Analysis Case on Saturday, February 26th 2022, O'clock 14.50-16.30 WIB 2. Task Individual make Summary on 26 sd 3 March 2022
e. Number SK Task	:	-

f. Date SK Task	:	-
g. Type Member	:	1. Group small for project 2. Individual for make summary
h. ID Activity	:	Tgs-Pt3 (Task Meeting 3)
i. Steps Activity	:	1. Formation Group Small 2. Group Make Plan Processing Project 3. Implementation Project by Each Group 4. Making Report Project 5. Presentation Project per Group in a manner Panel 6. Giving Strengthening Theory by Lecturer 7. Giving Task Individual
j. Indicator Evaluation	:	1. Project arrange theme, topic, and title study system assessor and evaluation education a. Report Project 1. Novelty Contents Project 2. Format Writing 3. Use Language b. Presentation Group 1. Ingredient Presentation 2. Strength argument 3. politeness speak 2. Task Individual Summarizing Theory 4. Suitability with content Theory 5. Systematic Compilation 6. Use Language
k. Criteria and Weights Evaluation	:	1. Report Project 1. Novelty Contents Project Contain Novelty Contents from Project Weight: 1.5Not enough Contain Novelty Contents from Project Weight: 1 Not Contain Novelty Contents Project Weights: 0 7. Format Writing Format Writing In accordance Rule LKTI Weight: 1 Format Writing Not enough In accordance Rule LKTI Weight: 0.5Format Writing Not Appropriate Weight: 0 3. Use Language 2. Presentation Group

		<p>1. Ingredient Presentation</p> <p>Ingredient Presentation Already Decent Weight: 0.2</p> <p>Ingredient Presentation Not enough Decent Weight: 0.1</p> <p>Ingredient Presentation Not Decent Weight: 0</p> <p>8. Strength argument</p> <p>argument already both Weights: 0.2</p> <p>argument not enough both Weights: 0.1</p> <p>argument no both Weights: 0</p> <p>9. politeness speak</p> <p>Usage language already polite Weight: 0.1</p> <p>Usage language not enough polite Weight: 0.05</p> <p>Usage language no polite Weight: 0</p> <p>10. Task Individual Summarizing Theory</p> <p>Criteria: Appropriate make summary : Weight 1</p> <p>Not enough appropriate make summary : Weight 0.5</p> <p>Not appropriate make summary : Weight 0</p>
--	--	---

I. List References/Lists Reference	:	[1] p. 30-50 [3] p. 26-56 [11] p. 30-52 [12] p. 9-26 [20] p. 45-56
------------------------------------	---	--

4. etc.	:	
---------	---	--

--	--	--	--	--	--	--	--	--	--	--	--

Portfolio Evaluation and Evaluation Achievement CPL Student

Sunday	:	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Form Question	Weight Question %	Weight (%) Sub-CPMK	Score Mhs (0-100)	□ (Score Mhs)x(Weight %)	Achievement CPL on MK (%)
1	:	CPL-2	CPMK-2	Sub-CPMK1	1.1 1.2	Task1 Task2	2 1	3			
2	:	CPL-2	CPMK-	Sub-	2.1	Task	2	3			

			2	CPMK2		3 Task4	1				
3	:	CPL-4	CPMK-4	Sub-CPMK3	3.1 3.2 3.3	Task5 Task6	3 1	4			
4	:	CPL-2	CPMK-2	Sub-CPMK4	4.1	Task7 Task8	2 1	3			
5	:	CPL-2	CPMK-2	Sub-CPMK5	5.1	Task9 Task10	2 1	3			
6-7	:	CPL-4	CPMK-4	Sub-CPMK6	6.1 6.2 6.3 6.4 6.5	Task11 Task12 Task13	5 1 2	8			
8	:	Exam Middle Semester (UTS)				Choice Double	5	5			
9	:	CPL-4	CPMK-4	Sub-CPMK7	7.1	Task14 Task15	4 1	5			
10	:	CPL-4	CPMK-4	Sub-CPMK8	8.1	Task16 Task17	4 1	5			
11	:	CPL-1,	CPMK-	Sub-	9.1	Task	5	6			

		CPL-4	1, CPMK-4	CPMK9	9.2	18 Task 19	1				
12-14		CPL-1, CPL-4	CPMK-1, CPMK-4	Sub-CPMK10	10.1 10.2 10.3 10.4 10.5	Task 20 Task 21 Task 22 Task 23	18 1 10 1	30			
15		CPL-1, CPL-4	CPMK-1, CPMK-4	Sub-CPMK11	11.1 11.2 11.3	Task 24 Task 25	14 1	15			
16	:	Exam End Semester (UAS)				Choice Double	10	10			
Total Weight	:						100	100			
Score End Student ($\sum(\text{Value Student}) \times (\text{Weight}\%)$)	:								...		

Evaluation Achievement CPL on Eye Studying

No.	CPL on Eye Studying	Score Gain (0-100)	CPL achievement on MK
1.	CPL 1 : play a role as inhabitant country which proud and love water, have nationalism as well as flavor responsibility on country and nation;	...	...
2.	CPL 2 : Capable develop knowledge, technology, and or art in in field education through research,so that produce work innovative proven	...	...
3.	CPL 3 : Mastering philosophy in an inter-multi and transdisciplinary manner knowledge, various paradigms, theories, concepts and results research in various disciplines relevant to field guidance and counseling for arrange something paradigm which have donation novelty or	...	...

	framework to a study which original which will held in the form of dissertation.		
4.	CPL 4: Able to develop and maintain relationships collegial and fellowship in in environment alone or through network to Cooperation with community researcher outside institution	...	...
5.	CPL 5: Shows the behavior of performing tasks as an expert in the field of guidance and counseling who reflect personality educator and scientist, that is independence, integrity, attitude and responsibility professional, as well as awareness will base philosophy and scientific for every action the professional.		
	Amount Achievement CPL	...	...

**Qualification Success Student Based on Regulation Rector
University Bengkulu Number 25 years 2020 Chapter 44**

No.	Range Score	Letter	Weight
1.	85 – 100	A	4
2.	80 – 84	A-	3.75
3.	75 – 79	B+	3.5
4.	70 – 74	B	3
5.	65 – 69	B-	2.75
6.	60 – 64	C+	2.5
7.	55 – 59	C	2
8.	45 – 54	D	1
9.	0-44	E	0