

## Format Rencana Pembelajaran Semester (RPS) Universitas Bengkulu Berbasis OBE Tahun 2022



### Rencana Pembelajaran Semester (RPS) Universitas Bengkulu

<b>Fakultas</b>	:	Keguruan dan Ilmu Pendidikan
<b>Program Studi</b>	:	Doktor Pendidikan (Doctor Of Education)
<b>Kode Program Studi</b>	:	88001
<b>Nama Mata Kuliah</b>	:	Educational Diffusion and Innovation
<b>Kode Mata Kuliah</b>	:	MKIP-3105
<b>Jenis Mata Kuliah</b>	:	Wajib Nasional, Wajib Prodi, Pilihan, Peminatan, Tugas Akhir/Skripsi/Tesis/Disertasi
<b>Bobot SKS</b>	:	Tatap Muka: 3 SKS, Praktikum: ... SKS, Praktik Lapangan: ... SKS, Simulasi: ... SKS
<b>Metode Pembelajaran</b>	:	Metode Pemecahan Kasus ( <i>Case Method</i> ) dan Metode Pembelajaran Berbasis Proyek ( <i>Project Based Learning/ Team-Based Project</i> )
<b>Semester</b>	:	1 (Ganjil)
<b>Tahun Ajaran</b>	:	2021/2022
<b>Dosen Pengampu</b>	:	Prof. Dr. Badeni, M.A.
		Prof. Dr. Wachidi, M.Pd
<b>Koordinator Program Studi</b>	:	Prof. Sudarwan, M.Pd
<b>Tanggal Pengembangan RPS</b>	:	22 Mei 2022
<b>CPMK Mata Kuliah</b>	:	.... (Direformasi dari CPL yang disebabkan pada mata kuliah dari CPL KK, KU, P, dan S). CPMK harus mengandung

*'kemampuan', 'bahan kajian', dan 'konteks' dengan prinsip SMART: Specific, Measurable, Achievable, Realistic, Time-Bound).*

**Capaian Pembelajaran (CP)**

<b>A. CPL-Prodi yang Dibebankan pada MK</b>	:	
1. CPL-1 (S-8)	:	Internalize academic values, norms, and ethics of educational diffusion and innovation
2. CPL-2 (S-9)	:	Demonstrates a responsible attitude towards work in the field of educational diffusion and innovation independently.
3. CPL-3 (P-6)	:	Mastering basic concepts and research procedures that can solve problems of diffusion and educational innovation.
4. CPL-4 (P-2)	:	Menguasai filosofi pendidikan sebagai dasar pengembangan praksis pendidikan
5. CPL-5 (KU-5)	:	Able to make appropriate decisions in the context of problem solving in the field of educational diffusion and innovation, based on the results of the analysis of information and data obtained.
6. CPL-6 (KU-6)	:	Able to design and implement educational diffusion and innovation based on the problems faced scientifically in accordance with academic ethics
<b>B. Capaian Pembelajaran Mata Kuliah (CPMK)</b>	:	
1. CPMK1	:	Internalize academic values, norms, and ethics of educational diffusion and innovation
2. CPMK2	:	Demonstrates a responsible attitude towards work in the field of educational diffusion and innovation independently.
3. CPMK3	:	Mastering basic concepts and research procedures that can solve problems of diffusion and educational innovation.
4. CPMK4	:	Menguasai filosofi pendidikan sebagai dasar pengembangan praksis pendidikan
5. CPMK5	:	Able to make appropriate decisions in the context of problem solving in the field of educational diffusion and innovation, based on the results of the analysis of information and data obtained.
6. CPMK6	:	Able to design and implement educational diffusion and innovation based on the problems faced scientifically in accordance with academic ethics
<b>C. Kemampuan Akhir Tiap Tahapan Belajar (Sub-CPMK)</b>	:	
1. Sub-CPMK1	:	able to explain: the nature of educational diffusion and innovation
2. Sub-CPMK2	:	Be able to explain the elements and the relationship between the elements of diffusion and innovation
3. Sub-CPMK3	:	Able to explain contributions and criticisms of diffusion research results in both diffusion and innovation applications
4. Sub-CPMK4	:	Explain the process of innovation development along with examples in educational innovation
5. Sub-CPMK5	:	a. Carry out a search of the innovation development process

		b. Adopters and adoption
6. Sub-CPMK6		Analyzing the process of individuals and/or social units in taking the innovation decision process
7. Sub-CPMK7		Explain the rationale for Attribution of innovation and the rate of adoption of innovation
8. Sub-CPMK8		Explain the meaning of mass leadership and innovation networks
9. Sub-CPMK9		a. Explain the types and functions of change agents. b. Explain the types of innovation
10. Sub-CPMK10		explain innovation in the organization
11. Sub-CPMK11		Menganalisis contoh-contoh inovasi.
12. Sub-CPMK12		Analyze cases and put innovation into practice
<b>Korelasi CPMK terhadap Sub-CPMK</b>		
1. CPMK1	:	-
<b>Diskripsi Singkat Mata Kuliah</b>	:	This course describes: (1) the notion of diffusion and innovation, (2) the elements of diffusion and innovation, (3) the contribution and criticism of diffusion research (4) the innovation development process (5) tracing the innovation development process, (6) adopter and adoption (7) the innovation decision process, (8) Attribution of innovation and its adoption rate; (9) Mass leadership and innovation network, (10) agents of change (11) types of innovation (12) Innovation in organizations (13) discussion and examples of innovation.
<b>Materi Pembelajaran atau Bahan Kajian dalam</b>	:	
1. Pertemuan 1		able to explain: the nature of educational diffusion and innovation
2. Pertemuan 2		Be able to explain the elements and the relationship between the elements of diffusion and innovation
3. Pertemuan 3		Able to explain contributions and criticisms of diffusion research results in both diffusion and innovation applications
4. Pertemuan 4		Explain the process of innovation development along with examples in educational innovation

5. Pertemuan 5		c. Carry out a search of the innovation development process d. Adopters and adoption
6. Pertemuan 6		Analyzing the process of individuals and/or social units in taking the innovation decision process
7. Pertemuan 7		Explain the rationale for Attribution of innovation and the rate of adoption of innovation
8. Pertemuan 8		Explain the meaning of mass leadership and innovation networks
9. Pertemuan 9		c. Explain the types and functions of change agents. d. Explain the types of innovation
10. Pertemuan 10		explain innovation in the organization
11. Pertemuan 11		Menganalisis contoh-contoh inovasi.
12. Pertemuan 12		Analyze cases and put innovation into practice
<b>Sumber Referensi atau Pustaka</b>	:	
1. Pustaka Utama	:	[1] Diffusion and Innovations (Everet M. Rogers, 1983) [2] Diffusion of Innovations in Health Service Organisations: A systematic literature review (Sir Liam Donaldson,2005)
2. Pustaka Pendukung	:	[3] Detailed Review Of Rogers' Diffusion Of Innovations Theory And Educational Technology-Related Studies Based On Rogers' Theory (Ismail Sahin, 2006) [4] Diffusion Of Innovation In Modern School (Dr. Lazar Stošić, and Irena Stošić, 2013) [5] Diffusion of Web Supported Instruction in Higher Education – The Case of Innovation Diffusion Model in Higher Education: Case Study Of E-Learning Diffusion (Sanjana Buć1 and Blaženka Divjak, 2015) [6] Diffusion of Web Supported Instruction in Higher Education – The Case of Tel-Aviv University (Tal Soffer1, Rafi Nachmias2 and Judith Ram3, 2013) [7] The Diffusion of Innovations in Education: A Study of Secondary English Language Arts Teachers' Classroom Technology Integration (Kelly Keener Thayer, 2013)
<b>Media Pembelajaran</b>	:	
1. Perangkat Lunak	:	PPT
2. Perangkat Keras	:	LCD
<b>Metode Pembelajaran</b>	:	Metode Pemecahan Kasus (Case Method)

**Langkah-Langkah atau Rencana Kegiatan Pembelajaran Setiap Pertemuan**

Minggu ke-	Kemampuan Akhir Tiap Tahapan Belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria dan Teknik	Luring ( <i>Offline</i> )	Daring ( <i>Online</i> )		
1	able to explain: the nature of educational diffusion and innovation	Presenting the results of group work and receiving input on the nature of educational diffusion and innovation	Individual and group activities in communicating PT results orally	Giving general concepts, assignments in the form of theoretical studies and analysis, making conclusions and sharing		the essence of educational diffusion and innovation	5 %
2	Be able to explain the elements and the relationship between the elements of diffusion and innovation	Presenting the results of group work and receiving input on the elements and relationships between the elements of diffusion and innovation	Individual and group activities in communicating PT results orally	Giving general concepts, assignments in the form of theoretical studies and analysis and making joint conclusions		the elements and the relationship between the elements of diffusion and innovation	5 %
3	Able to explain contributions and criticisms of diffusion research results in both diffusion and innovation applications	Presenting the results of group work and receiving input on contributions and criticisms of diffusion research results in applications both diffusion and	Individual and group activities in verbally communicating summaries	Giving general concepts, assignments in the form of theoretical studies and analysis and making joint conclusions		contributions and criticisms of diffusion research results in both diffusion and innovation applications	7%

		innovation					
4	Explain the process of innovation development along with examples in educational innovation	Presenting the results of group work and receiving input on the process of innovation development along with examples in educational innovation	Individual and group activities in communicating the results of structured meetings orally	Giving general concepts, assignments in the form of theoretical studies and analysis and making joint conclusions		The process of innovation development and examples in educational innovation	8%
5	e. Carry out a search of the innovation development process f. Adopters and adoption	Presenting the results of group work and receiving input on tracking the process of innovation development, adopter and adoption	Individual and group activities in communicating the results of the restructuring meeting verbally	Giving general concepts, assignments in the form of theoretical studies and analysis and making joint conclusions		a. tracing the process of innovation development b. adopter and adoption (characteristics, types and determining factors)	8%
6	Analyzing the process of individuals and/or social units in taking the innovation decision process	Receive general concepts, conduct theoretical studies and analysis, Present the results of group work and receive input about individual processes and or	Receive general concepts, conduct theoretical studies and analysis, Individual and group activities in communicating the results of	Giving general concepts, assignments in the form of theoretical studies and analysis and making joint conclusions		the process of individuals and/or social units in making the innovation decision process	7%

		social units in making innovation decision processes	structured meetings orally				
7	Explain the rationale for Attribution of innovation and the rate of adoption of innovation	Present the results of group work and receive input on the attribution of innovation and the rate of innovation adoption	Individual and group activities in communicating the results of structured meetings orally	Giving general concepts, assignments in the form of theoretical studies and analysis and making joint conclusions		innovation attribution and innovation adoption rate	7%
8	UTS/Ujian Tengah Semester: Melakukan validasi hasil penilaian, evaluasi, dan perbaikan proses pembelajaran berikutnya.						
9	Explain the meaning of mass leadership and innovation networks	Presenting the results of group work and receiving input on the meaning of mass leadership and innovation networks	Individual and group activities in communicating the results of structured meetings orally	Giving general concepts, assignments in the form of theoretical studies and analysis and making joint conclusions		meaning of mass leadership and innovation network	8%
10	e. Explain the types and functions of change agents. f. Explain the types of innovation	Presenting the results of group work and receiving input on the types and functions of change agents and types of innovations	Individual and group activities in communicating the results of structured meetings orally	Giving general concepts, assignments in the form of theoretical studies and analysis and making joint conclusions		a. types and functions of change agents. b. types of innovation	10%
11	explain innovation in the organization	Explain the process of innovation in	Individual and group activities in	Giving general concepts, assignments		Innovation in organization	10%

		organizations	communicating the results of structured meetings orally	in the form of theoretical studies and analysis and making joint conclusions			
12,13,14	Menganalisis contoh-contoh inovasi.	Analyzed examples of innovation	Individual and group activities in communicating the results of the analysis of examples of innovation	Practice analysis of examples of innovation		analysis of examples of innovation.	20%
15	Analyze cases and put innovation into practice	Analyzed innovation cases and innovating	Individual and group activities in communicating the results of case analysis of innovation cases and practicing innovation	Practice case analysis and design/practice innovation		case analysis and innovation practice	5%

16.	UAS/Ujian Akhir Semester: Melakukan validasi hasil penilaian akhir dan menentukan kelulusan mahasiswa.						
<b>Total Nilai</b>							<b>100</b>

<b>Rencana Evaluasi</b>						
<b>Basis Evaluasi</b>	:	<b>Komponen Evaluasi</b>	<b>Bobot (%)</b>	<b>Deskripsi (Bahasa Indonesia)</b>	<b>Deskripsi (Bahasa Inggris)</b>	
1. Aktivitas Parsitipatif	:	Observasi Aktivitas Mahasiswa ( <i>Case Method</i> )	8	Kegiatan presentasi kelompok dan diskusi mahasiswa dalam menyelesaikan kasus tentang difusi dan inovasi pendidikan (Tugas	Group presentation activities and student discussions in solving cases about educational diffusion and innovation	



			1, Tugas 3, Tugas 7, dan Tugas 9).	(Task 1, Task 3, Task 7, and Task 9).	
2. Hasil Proyek	:	Laporan Hasil Proyek ( <i>Project Based Learning/ Team-Based Project</i> )	65	Laporan proyek: 1) menyusun tema, topik, dan judul penelitian difusi dan inovasi pendidikan; 2) menyusun proposal penelitian difusi dan inovasi pendidikan; 3) menyusun instrumen penelitian analisis wacana; 4) mengidentifikasi data penelitian difusi dan inovasi pendidikan; 5) mengolah data penelitian difusi dan inovasi pendidikan; 6) menulis laporan hasil penelitian difusi dan inovasi pendidikan; 7) menulis artikel ilmiah dari hasil penelitian difusi dan inovasi pendidikan; dan 8) mempublikasikan artikel ilmiah dalam jurnal nasional teakreditasi Kemendikbudristek (Tugas 5, Tugas 11, Tugas 13, Tugas 14, Tugas 16, Tugas 18, Tugas 20, Tugas 22, dan Tugas 24).	The project report: 1) compiles the themes, topics, and titles of the educational diffusion and innovation research; 2) develop a educational diffusion and innovation research proposal; 3) develop a educational diffusion and innovation research instrument; 4) identify educational diffusion and innovation research data; 5) processing educational diffusion and innovation research data; 6) write a report on the results of educational diffusion and innovation research; 7) writing scientific articles from the results of educational diffusion and innovation research; and 8) publishing scientific articles in national journals accredited by the Ministry of Education and Technology (Task 5, Task 11, Task 13, Task 14, Task 16, Task 18, Task 20, Task 22, and Task 24).
3. Kognitif/Pengetahuan	:	1. Tugas Mandiri dan Kelompok	12	Tugas mandiri membuat ringkasan untuk 11 materi dari Sub-CPMK1 sampai Sub-CPMK6 (Tugas 2, Tugas 4, Tugas 6, Tugas 8, Tugas 10, Tugas 12, Tugas 15, Tugas 17, Tugas 19, Tugas 21, Tugas 23, dan Tugas 25).	The independent task summarizes 11 materials from Sub-CPMK1 to Sub-CPMK6 (Task 2, Task 4, Task 6, Task 8, Task 10, Task 12, Task 15, Task 17, Task 19, Task 21, Task 23, and Task 25).
		2. Kuis	-	-	-
		3. Ujian Tengah Semester (UTS)	5	Menjawab soal sebanyak 10 soal dari materi tentang difusi dan inovasi pendidikan pada pertemuan 1 sampai dengan pertemuan 7.	Answering questions as many as 10 questions from material about educational diffusion and innovation at meeting 1 to meeting 7.
		4. Ujian Akhir Semester (UAS)	10	Menjawab soal soal sebanyak 10 soal dari materi tentang difusi dan inovasi pendidikan pada pertemuan 1 sampai dengan pertemuan	Answering questions as many as 10 questions from the material on educational diffusion and innovation at

			15.	meetings 1 to 15 meetings.
		Jumlah Nilai	<b>100</b>	
<b>Aktivitas Mahasiswa</b>				
<b>1. Aktivitas Mahasiswa Pertemuan Pertama</b>	:			
a. Jenis Aktivitas	:	a. Aktivitas Parsitipatif : Observasi Aktivitas Mahasiswa ( <i>Case Method</i> ) b. Kognitif: Tugas Individu		
b. Judul Kegiatan	:	1. Analisis kasus tentang hakikat dan perkembangan tentang difusi dan inovasi pendidikan. 2. Membuat ringkasan materi kuliah tentang hakikat dan perkembangan tentang difusi dan inovasi pendidikan.		
c. Lokasi Kegiatan	:	a. Kelas A, Gedung Pascasarjana FKIP Unib b. LMS Universitas Bengkulu di <a href="https://elearning.unib.ac.id/">https://elearning.unib.ac.id/</a>		
d. Tanggal Pelaksanaan	:	a. Analisis Kasus pada Sabtu, 12 Februari 2022, Pukul 14.50-16.30 WIB b. Tugas Individu Membuat Ringkasan pada 13 s.d. 18 Februari 2022		
e. Nomor SK Tugas	:	-		
f. Tanggal SK Tugas	:	-		
g. Jenis Anggota	:	a. Kelompok kecil untuk analisis kasus b. Individu untuk membuat ringkasan		
h. ID Aktivitas	:	Tgs-Pt1 (Tugas Pertemuan 1)		
i. Langkah-Langkah Kegiatan	:	a. Pembentukan Kelompok Kecil b. Analisis Kasus dalam Kelompok c. Presentasi Kasus per Kelompok secara Panel d. Pemberian Penguatan Materi oleh Dosen e. Pemberian Tugas Individu		
j. Indikator Penilaian	:	a. Analisis Kasus a. Ketepatan menjelaskan hakikat perkembangan tentang difusi dan inovasi pendidikan di bidang pendidikan Indonesia. b. Ketepatan dalam menjelaskan perkembangan tentang difusi dan inovasi pendidikan di bidang pendidikan Indonesia. b. Tugas Individu Meringkas Materi a. Kesesuaian dengan isi materi b. Sistematika Penyusunan c. Penggunaan Bahasa		
k. Kriteria dan Bobot Penilaian	:	a. Analisis Kasus Kriteria: Tepat menjelaskan : Bobot 2 Kurang tepat menjelaskan : Bobot 1 Tidak tepat menjelaskan : Bobot 0		

	<b>b. Tugas Individu Meringkas Materi</b> Kriteria: Tepat membuat ringkasan : Bobot 1 Kurang tepat membuat ringkasan : Bobot 0,5 Tidak tepat membuat ringkasan : Bobot 0
1. Daftar Referensi/Daftar Rujukan	[1] hlm. 1-30 [3] hlm. 1-25 [11] hlm. 26-40 [20] Hlm. 32-50
<b>2. Aktivitas Mahasiswa Pertemuan Kedua</b>	:
a. Jenis Aktivitas	a. Aktivitas Parsitipatif : Observasi Aktivitas Mahasiswa ( <i>Case Method</i> ) b. Kognitif: Tugas Individu
b. Judul Kegiatan	1. Analisis kasus tentang membandingkan jenis tentang difusi dan inovasi pendidikan sebagai sumber analisis data di bidang pendidikan bahasa Indonesia. 2. Membuat ringkasan materi kuliah tentang jenis tentang difusi dan inovasi pendidikan sebagai sumber analisis data.
c. Lokasi Kegiatan	1. Kelas A, Gedung Pascasarjana FKIP Unib 2. LMS Universitas Bengkulu di <a href="https://elearning.unib.ac.id/">https://elearning.unib.ac.id/</a>
d. Tanggal Pelaksanaan	1. Analisis Kasus pada Sabtu, 19 Februari 2022, Pukul 14.50-16.30 WIB 2. Tugas Individu Membuat Ringkasan pada 19 s.d. 24 Februari 2022
e. Nomor SK Tugas	: -
f. Tanggal SK Tugas	: -
g. Jenis Anggota	1. Kelompok kecil untuk analisis kasus 2. Individu untuk membuat ringkasan
h. ID Aktivitas	: Tgs-Pt2 (Tugas Pertemuan 2)
i. Langkah-Langkah Kegiatan	1. Pembentukan Kelompok Kecil 2. Analisis Kasus dalam Kelompok 3. Presentasi Kasus per Kelompok secara Panel 4. Pemberian Penguatan Materi oleh Dosen 5. Pemberian Tugas Individu
j. Indikator Penilaian	1. Analisis Kasus a. Ketepatan menjelaskan perbandingan setiap jenis tentang difusi dan inovasi pendidikan sebagai sumber analisis data di bidang pendidikan bahasa Indonesia. 2. Tugas Individu Meringkas Materi 1. Kesesuaian dengan isi materi

		2. Sistematika Penyusunan 3. Penggunaan Bahasa
k. Kriteria dan Bobot Penilaian	:	1. Analisis Kasus Kriteria: Tepat menjelaskan : Bobot 2 Kurang tepat menjelaskan : Bobot 1 Tidak tepat menjelaskan : Bobot 0 2. Tugas Individu Meringkas Materi Kriteria: Tepat membuat ringkasan : Bobot 1 Kurang tepat membuat ringkasan : Bobot 0,5 Tidak tepat membuat ringkasan : Bobot 0
l. Daftar Referensi/Daftar Rujukan	:	[1] hlm. 30-50 [3] hlm. 26-56 [11] hlm. 30-52 [12] hlm. 9-26 [20] hlm. 45-56
<b>3. Aktivitas Mahasiswa Pertemuan Ketiga</b>		
a. Jenis Aktivitas	:	1. Hasil Proyek: Laporan Hasil Proyek ( <i>Project Based Learning/ Team-Based Project</i> ) 2. Kognitif: Tugas Individu
b. Judul Kegiatan	:	1. Proyek menyusun tema, topik, dan judul penelitian tentang difusi dan inovasi pendidikan di bidang pendidikan bahasa Indonesia. 2. Membuat ringkasan materi kuliah tentang jenis tentang difusi dan inovasi pendidikan sebagai sumber analisis data.
c. Lokasi Kegiatan	:	1. Kelas A, Gedung Pascasarjana FKIP Unib 2. LMS Universitas Bengkulu di <a href="https://elearning.unib.ac.id/">https://elearning.unib.ac.id/</a>
d. Tanggal Pelaksanaan	:	1. Analisis Kasus pada Sabtu, 26 Februari 2022, Pukul 14.50-16.30 WIB 2. Tugas Individu Membuat Ringkasan pada 26 s.d. 3 Maret 2022
e. Nomor SK Tugas	:	-
f. Tanggal SK Tugas	:	-
g. Jenis Anggota	:	1. Kelompok kecil untuk proyek 2. Individu untuk membuat ringkasan
h. ID Aktivitas	:	Tgs-Pt3 (Tugas Pertemuan 3)
i. Langkah-Langkah Kegiatan	:	1. Pembentukan Kelompok Kecil 2. Kelompok Membuat Rencana Pengerjaan Proyek 3. Pelaksanaan Proyek oleh Masing-Masing Kelompok 4. Pembuatan Laporan Proyek

		<ul style="list-style-type: none"> <li>5. Presentasi Proyek per Kelompok secara Panel</li> <li>6. Pemberian Penguatan Materi oleh Dosen</li> <li>7. Pemberian Tugas Individu</li> </ul>
j. Indikator Penilaian	:	<ul style="list-style-type: none"> <li>1. Proyek menyusun tema, topik, dan judul penelitian tentang difusi dan inovasi pendidikan. <ul style="list-style-type: none"> <li>a. Laporan Proyek <ul style="list-style-type: none"> <li>1. Kebaruan Isi Proyek</li> <li>2. Format Penulisan</li> <li>3. Penggunaan Bahasa</li> </ul> </li> <li>b. Presentasi Kelompok <ul style="list-style-type: none"> <li>1. Bahan Presentasi</li> <li>2. Kekuatan Argumentasi</li> <li>3. Kesantunan Berbahasa</li> </ul> </li> </ul> </li> <li>2. Tugas Individu Meringkas Materi <ul style="list-style-type: none"> <li>1. Kesesuaian dengan isi materi</li> <li>2. Sistematika Penyusunan</li> <li>3. Penggunaan Bahasa</li> </ul> </li> </ul>
k. Kriteria dan Bobot Penilaian	:	<ul style="list-style-type: none"> <li>1. Laporan Proyek <ul style="list-style-type: none"> <li>1. Kebaruan Isi Proyek <ul style="list-style-type: none"> <li>Mengandung Kebaruan Isi dari Proyek Bobot: 1,5</li> <li>Kurang Mengandung Kebaruan Isi dari Proyek Bobot: 1</li> <li>Tidak Mengandung Kebaruan Isi Proyek Bobot: 0</li> </ul> </li> <li>2. Format Penulisan <ul style="list-style-type: none"> <li>Format Tulisan Sesuai Kaidah LKTI Bobot: 1</li> <li>Format Tulisan Kurang Sesuai Kaidah LKTI Bobot: 0,5</li> <li>Format Tulisan Tidak Sesuai Bobot: 0</li> </ul> </li> <li>3. Penggunaan Bahasa</li> </ul> </li> <li>2. Presentasi Kelompok <ul style="list-style-type: none"> <li>1. Bahan Presentasi <ul style="list-style-type: none"> <li>Bahan Presentasi Sudah Layak Bobot: 0,2</li> <li>Bahan Presentasi Kurang Layak Bobot: 0,1</li> <li>Bahan Presentasi Tidak Layak Bobot: 0</li> </ul> </li> <li>2. Kekuatan Argumentasi <ul style="list-style-type: none"> <li>Argumentasi sudah baik Bobot: 0,2</li> <li>Argumentasi kurang baik Bobot: 0,1</li> <li>Argumentasi tidak baik Bobot: 0</li> </ul> </li> </ul> </li> </ul>

	<p>3. Kesantunan Berbahasa  Pergunaan bahasa sudah santun Bobot: 0,1  Pergunaan bahasa kurang santun Bobot: 0,05  Pergunaan bahasa tidak santun Bobot: 0</p> <p>3. Tugas Individu Meringkas Materi  Kriteria: Tepat membuat ringkasan : Bobot 1  Kurang tepat membuat ringkasan : Bobot 0,5  Tidak tepat membuat ringkasan : Bobot 0</p>										
<p>I. Daftar Referensi/Daftar Rujukan</p>	<p>: [1] hlm. 30-50  [3] hlm. 26-56  [11] hlm. 30-52  [12] hlm. 9-26  [20] hlm. 45-56</p>										
<p>4. dst.</p>	<p>:</p>										
<b>Portofolio Penilaian dan Evaluasi Ketercapaian CPL Mahasiswa</b>											
Minggu	:	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indikator	Bentuk Soal	Bobot Soal %	Bobot (%) Sub-CPMK	Nilai Mhs (0-100)	$\sum$ (Nilai Mhs)x(Bobot %)	Ketercapaian CPL pada MK (%)
1	:	CPL-2	CPMK-2	Sub-CPMK1	1.1 1.2	Tugas 1 Tugas 2	2 1	3			
2	:	CPL-2	CPMK-2	Sub-CPMK2	2.1	Tugas 3 Tugas 4	2 1	3			
3	:	CPL-4	CPMK-4	Sub-CPMK3	3.1 3.2 3.3	Tugas 5 Tugas 6	3 1	4			
4	:	CPL-2	CPMK-2	Sub-CPMK4	4.1	Tugas 7 Tugas 8	2 1	3			
5	:	CPL-2	CPMK-2	Sub-CPMK5	5.1	Tugas 9 Tugas 10	2 1	3			
6-7	:	CPL-4	CPMK-4	Sub-CPMK6	6.1 6.2 6.3	Tugas 11 Tugas	5 1	8			

					6.4 6.5	12 Tugas 13	2				
8	:	Ujian Tengah Semester (UTS)				<b>Pilihan Ganda</b>	5	5			
9	:	CPL-4	CPMK- 4	Sub- CPMK7	7.1	Tugas 14 Tugas 15	4 1	5			
10	:	CPL-4	CPMK- 4	Sub- CPMK8	8.1	Tugas 16 Tugas 17	4 1	5			
11	:	CPL-1, CPL-4	CPMK- 1, CPMK- 4	Sub- CPMK9	9.1 9.2	Tugas 18 Tugas 19	5 1	6			
12-14		CPL-1, CPL-4	CPMK- 1, CPMK- 4	Sub- CPMK10	10.1 10.2 10.3 10.4 10.5	Tugas 20 Tugas 21 Tugas 22 Tugas 23	18 1 10 1	30			
15		CPL-1, CPL-4	CPMK- 1, CPMK- 4	Sub- CPMK11	11.1 11.2 11.3	Tugas 24 Tugas 25	14 1	15			
16	:	Ujian Akhir Semester (UAS)				<b>Pilihan Ganda</b>	10	10			
Total Bobot	:						100	100			
Nilai Akhir Mahasiswa ( $\sum(\text{Nilai Mahasiswa}) \times (\text{Bobot\%})$ )	:								...		

**Penilaian Ketercapaian CPL pada Mata Kuliah**

No.	CPL pada Mata Kuliah	Nilai Capaian (0-100)	Ketercapaian CPL pada MK
1.	CPL 1 :Internalize academic values, norms, and ethics of educational diffusion and innovation	...	...
2.	CPL 2 :Demonstrates a responsible attitude towards work in the field of educational diffusion and innovation independently.	...	...
3.	CPL3 :Mastering basic concepts and research procedures that can solve problems of diffusion and educational innovation.	...	...
4.	CPL4:Menguasai filosofi pendidikan sebagai dasar pengembangan praksis pendidikan.		
5.	CPL 5 :Able to make appropriate decisions in the context of problem solving in the field of educational diffusion and innovation, based on the results of the analysis of information and data obtained.	...	...
6.	CPL 6 :Able to design and implement educational diffusion and innovation based on the problems faced scientifically in accordance with academic ethics		
	Jumlah Ketercapaian CPL	...	...

**Kualifikasi Keberhasilan Mahasiswa Berdasarkan  
Peraturan Rektor Universitas Bengkulu Nomor 25 Tahun 2020 Pasal 44**

No.	Rentang Nilai	Huruf	Bobot
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



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## **MID TERM TEST**

### **Subject Identity**

Faculty	: Teacher Training and Education
Study Program	: Doctor of Education
Subject	: Educational Diffusion and Innovation
Jumlah SKS	: 3
Semester	: 2
Lecturer	: Prof. Dr. Badeni, MA. Prof. Dr. Wachidi, M.Pd.

1. In your opinion, what is the essence of educational diffusion and innovation? (Score 35)
2. How the process of innovation development and examples in educational innovation? (Score 30)
3. How the process of individuals and/or social units in making the innovation decision process? (Score 30)

**GOOD LUCK**

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## **FINAL EXAMINATION**

### **Subject Identity**

Faculty	: Teacher Training and Education
Study Program	: Doctor of Education
Subject	: Educational Diffusion and Innovation
Jumlah SKS	: 3
Semester	: 2
Lecturer	: Prof. Dr. Badeni, MA. Prof. Dr. Wachidi, M.Pd.

1. Explain what is meant by a communication channel in the decision-making process stage! (Score 20)
2. Rogers put forward the 7 steps of the innovation reformer's task, why do you think these steps must be fulfilled! (Score 20)
3. How is the application of the elements of innovation in the world of education? (Score 20)
4. What factors influence the success of reform agents, explain in your opinion why this is important? (Score 20)
5. Where is the success between communication and innovation decisions? To clarify the answer, give an example! (Score 20)

**GOOD LUCK**