

SEMESTER LEARNING PLAN

**LEARNING AND LEARNING COURSES
(23H00120103)**



TEACHING TEAM

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STUDI PROGRAM OF MATHEMATICS - S1
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2025

**STUDY PROGRAM OF MATEMATIKA - S1
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
HASANUDDIN UNIVERSITY**

Vision

The scientific vision is to become a study program with an international reputation in the development of mathematics based on the Indonesian maritime continent by 2030

Vision Strategy

Mission

To fulfill the above vision, the Undergraduate Mathematics Study Program has four missions, namely:

- Organizing innovative and effective mathematics learning to improve the quality and creativity of students in order to compete nationally and internationally.
- Improving a research culture that produces internationally reputable publications.
- Playing an active role in community service activities and collaborating with other academic institutions, government, business, media and society.
- Carry out governance in the Mathematics Study Program that is effective, efficient and transparent based on IT and ISO 9001:2015 standards to achieve the tridharma goals.

Graduate Profiles

Gagal diterjemahkan

PLO charged to courses

CPL-1 (ILO 1) - Students are able to demonstrate an advanced understanding of basic pure and simple applied mathematics.

CPL-2 (P2) - The students are able to identify objects, techniques, and theorems in fundamental mathematics, and making a connection for solving problems

CPL-3 (KU1) - The students are able to analyse a mathematical problem with logic, analytic, and systematic structure

CPL-4 (KU2) - The students are able to use their sufficiently mathematical critical thinking for abstraction and generalization of a mathematical problem

Course Learning Outcomes (CLO)

CPMK-1: Students are able to use and demonstrate knowledge of cognitive skills in learning and teaching (CPL1 dan CPL3)

CPMK-2: Students are able to use and demonstrate knowledge of the principles of learning and teaching (CPL2 dan CPL4)

CPMK-3: Students are able to become good teachers effectively, creatively and innovatively (CPL2 dan CPL3)

Sub-CLO

Sub CPMK-1: Students know and understand learning theories and principles of understanding in learning (CPMK-1)

Sub CPMK-2: Students know and understand cognitive theory (CPMK-1, CPMK-2 dan CPMK-3)

Sub CPMK-3: Students know and understand the objects of teaching material (CPMK-2 dan CPMK-3)

Sub CPMK-4: Students are able to understand and implement Bloom's taxonomy in learning and teaching

(CPMK-1 dan CPMK-3)

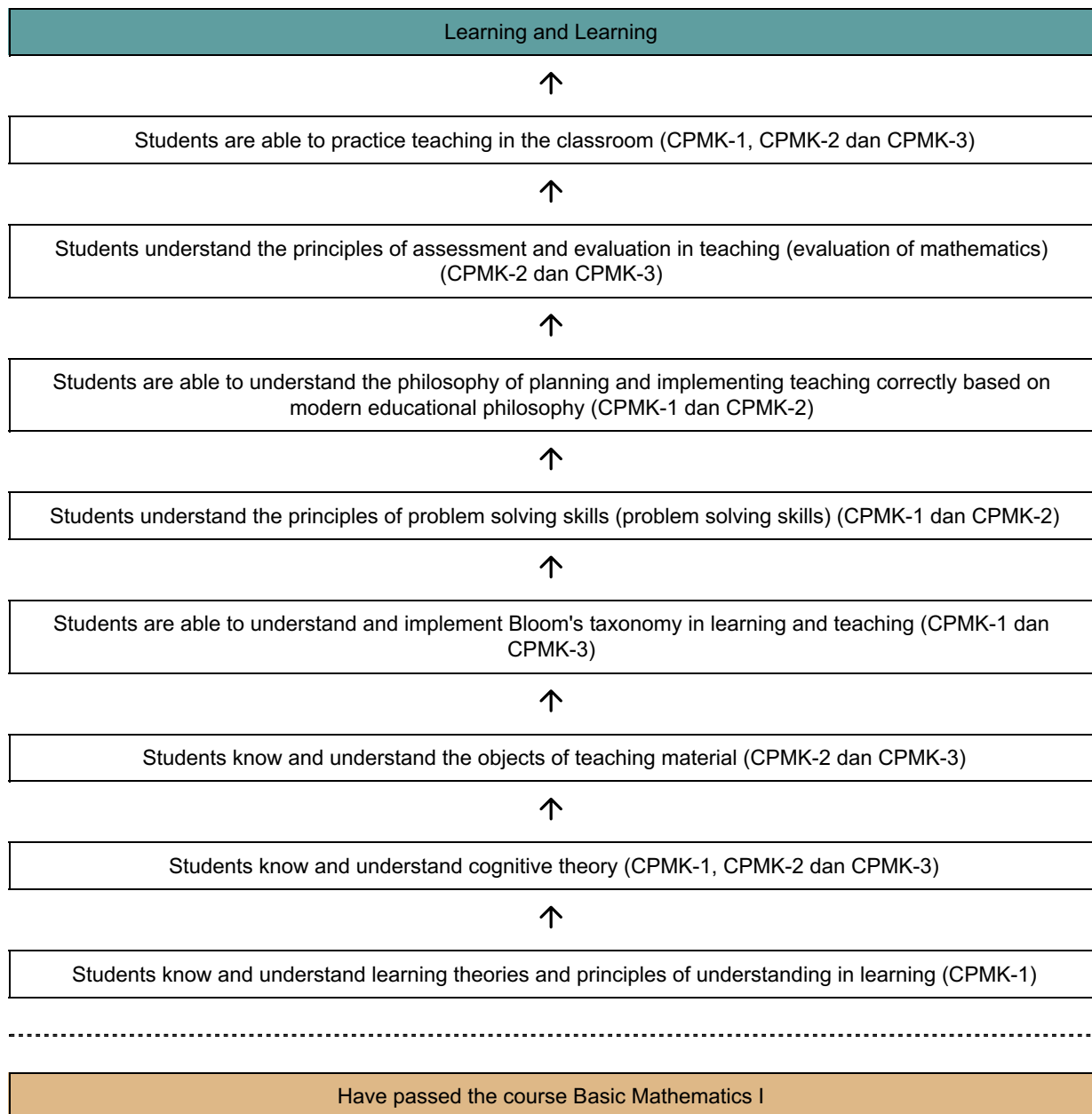
Sub CPMK-5: Students understand the principles of problem solving skills (problem solving skills) (CPMK-1 dan CPMK-2)

Sub CPMK-6: Students are able to understand the philosophy of planning and implementing teaching correctly based on modern educational philosophy (CPMK-1 dan CPMK-2)

Sub CPMK-7: Students understand the principles of assessment and evaluation in teaching (evaluation of mathematics) (CPMK-2 dan CPMK-3)

Sub CPMK-8: Students are able to practice teaching in the classroom (CPMK-1, CPMK-2 dan CPMK-3)

Learning Analytics





HASANUDDIN UNIVERSITY

FAKULTY OF MATHEMATICS AND NATURAL SCIENCES

STUDY PROGRAM OF MATHEMATICS - S1

SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Learning and Learning		23H00120103	Elective Courses	3	5	10 November 2022
AUTHORITY		SLP Developer Lecturer		Coordinator		Head of Study Program
		Prof. Dr. Budi Nurwahyu, MS., Prof. Dr. Dr. Georgina Maria Tinungki, M.Si.		Prof. Dr. Budi Nurwahyu, MS.		Dr. Firman, S.Si.,M.Si.
Learning Outcomes Course	SLOs that are imposed on the course					
	SLO-1:	Mahasiwa memiliki pemahaman yang relatif mendalam dalam matematika murni dan matematika terapan sederhana.				
	SLO-2:	Mahasiswa mampu mengidentifikasi objek, teknik, dan sifat dalam matematika dasar, dan membuat koneksi untuk menyelesaikan masalah				
	SLO-3:	Mahasiswa mampu menganalisis suatu masalah matematika dengan logika, analitik, dan struktur sistematis				
	SLO-4:	Mahasiswa dapat menggunakan pemikiran kritis matematis mereka yang cukup untuk abstraksi dan generalisasi masalah matematika berdasarkan hasil analisis informasi dan data				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-1	CLO-1: Students are able to use and demonstrate knowledge of cognitive skills in learning and teaching				
	SLO-3	CLO-1: Students are able to use and demonstrate knowledge of cognitive skills in learning and teaching				
		CLO-3: Students are able to become good teachers effectively, creatively and innovatively				
	SLO-2	CLO-2: Students are able to use and demonstrate knowledge of the principles of learning and teaching				
		CLO-3: Students are able to become good teachers effectively, creatively and innovatively				
	SLO-4	CLO-2: Students are able to use and demonstrate knowledge of the principles of learning and teaching				
	CLO ⇒ Sub-CLO					
	CLO-1	Sub-CLO-1:Students know and understand learning theories and principles of understanding in learning				
		Sub-CLO-2:Students know and understand cognitive theory				
		Sub-CLO-4:Students are able to understand and implement Bloom's taxonomy in learning and teaching				

		Sub-CLO-5: Students understand the principles of problem solving skills (problem solving skills)
		Sub-CLO-6: Students are able to understand the philosophy of planning and implementing teaching correctly based on modern educational philosophy
		Sub-CLO-8: Students are able to practice teaching in the classroom
	CLO-2	Sub-CLO-2: Students know and understand cognitive theory
		Sub-CLO-3: Students know and understand the objects of teaching material
		Sub-CLO-5: Students understand the principles of problem solving skills (problem solving skills)
		Sub-CLO-6: Students are able to understand the philosophy of planning and implementing teaching correctly based on modern educational philosophy
		Sub-CLO-7: Students understand the principles of assessment and evaluation in teaching (evaluation of mathematics)
		Sub-CLO-8: Students are able to practice teaching in the classroom
	CLO-3	Sub-CLO-2: Students know and understand cognitive theory
		Sub-CLO-3: Students know and understand the objects of teaching material
		Sub-CLO-4: Students are able to understand and implement Bloom's taxonomy in learning and teaching
		Sub-CLO-7: Students understand the principles of assessment and evaluation in teaching (evaluation of mathematics)
		Sub-CLO-8: Students are able to practice teaching in the classroom
	Correlation between SLOs/CLOs to Sub-CLOs	

SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*				Weight	Value	Student Score
			Formative	Sumative					
				Short Q&A	Quiz	Project Based			
SLO-3	CLO-1	SUB-CLO-1	ethics expresses the principles of mathematical understanding	10	0	0	10		
SLO-3	CLO-3	SUB-CLO-2	Ethics and argumentation reveal the cognitive principles of mathematics.	0	10	0	10		
SLO-3	CLO-3	SUB-CLO-3	perseverance and study ethics	0	10	0	10		
SLO-3	CLO-3	SUB-CLO-4	Ethics and argumentation reveal the cognitive principles of mathematics.	10	0	0	10		

SLOs that are charged on the Course	CPMK	SUB CPMK	Form of Assessment*				Weight	Value	Student Score
			Formative	Sumative					
				Short Q&A	Quiz	Project Based			
SLO-4	CLO-2	SUB-CLO-5	ethics and perseverance in understanding the principles of solving mathematical problems	0	10	0	10		
SLO-4	CLO-2	SUB-CLO-6	ethics and perseverance in understanding the philosophy of teaching mathematics	0	0	20	20		
SLO-3	CLO-3	SUB-CLO-7	ethics as a teacher in front of the class	0	0	20	20		
SLO-3	CLO-3	SUB-CLO-8	ethics and seriousness in carrying out learning evaluations	0	0	10	10		
				20	30	50	100		
Course Description		This course contains topics including: learning theory and principles of understanding, cognitive theory, analysis of teaching material objects, Bloom's Taxonomy, skills problem solving, philosophy and planning and implementation of teaching, teaching evaluation, teaching theory/practice.							
Learning Materials/Subjects		1. learning theory and principles of understanding principle of mathematics understanding) 2. cognitive theory (cognitive theory) 3. analysis of learning material objects (analysis of learning material objects) 4. Bloom's Taxonomy 5. problem solving skills (problem solving skills) 6. philosophy of planning and executing teaching (Philosophy, planning and executing of teaching) 7. teaching evaluation (evaluation of teaching) 8. practices in teaching(practices in teaching)							
Reference		Main References							
		1. Molly Y. Zhou, David Brown. Educational Learning Theories. Dalton State College, 2017. 2. David Groomel, AN INTRODUCTION TO Cognitive Psychology, Psychology Press 711 Third Avenue, New York, NY 10017, 1999 3. Celal Akdeniz at al. LEARNING AND TEACHING: Theories, Approaches and Models. Cozum Egitim Yayincilik. Ankara, Turkiye, 2016							
		Additional References							

Gagal diterjemahkan							
Teaching Team		Prof. Dr. Budi Nurwahu, MS., Prof. Dr. Dr. Georgina Maria Tinungki, M.Si.					
Course requirement		Basic Mathematics I					
Week	Sub CPMK (End-of-stage learning ability)	Penilaian (Assesment)		Learning Forms and Methods [time estimate]		Content	Weight of Assessment (%)
		Indicator	Techniques & Criteria	Offline	Online		
1	2	3	4	5	6	7	8
1-2	Students know and understand learning theories and principles of understanding in learning (CPMK-1)	Formative: able to argue the principles of mathematical understanding Sumative: Written test Understanding learning theory and comprehension	Formative Criteria: ethics expresses the principles of mathematical understanding dinilai dengan rubrik 01 Sumative Criteria: Short Q&A (10) dinilai dengan rubrik 01 Assessment Technique: Test	Studying: Cooperative learning (Cooperative learning) Gagal diterjemahkan 2x3x50	Studying: Collaborative learning (Collaborative Learning) Gagal diterjemahkan None	learning theory and understanding in learning and teaching	10
3-4	Students know and understand cognitive theory (CPMK-1, CPMK-2, CPMK-3)	Formative: able to argue about the principles of mathematical cognition Sumative: Able to explain in writing the concept of mathematical cognition	Formative Criteria: Ethics and argumentation reveal the cognitive principles of mathematics. dinilai dengan rubrik 04 Sumative Criteria: Quiz (10) dinilai dengan rubrik 01 Assessment Technique: Test	Studying: Cooperative learning (Cooperative learning) Gagal diterjemahkan 2x2x50	Studying: Collaborative learning (Collaborative Learning) Gagal diterjemahkan None	cognitive principles	10

5	Students know and understand the objects of teaching material (CPMK-2, CPMK-3)	Formative: able to argue politely about mathematical objects Sumative: Able to explain in writing the identification and classification of teaching material objects	Formative Criteria: perseverance and study ethics dinilai dengan rubrik 01 Sumative Criteria: Quiz (10) dinilai dengan rubrik 01 Assessment Technique: Test	Studying: Cooperative learning (Cooperative learning) Gagal diterjemahkan 1x2x50	Studying: Problem-Based Learning (Problem-based Learning) Gagal diterjemahkan None	Material objects learning	10
6-8	Students are able to understand and implement Bloom's taxonomy in learning and teaching (CPMK-1, CPMK-3)	Formative: Able to argue well about the principles of Bloom's taxonomy Sumative: able to express in writing taxonomy bloom in learning and teaching	Formative Criteria: Ethics and argumentation reveal the cognitive principles of mathematics. dinilai dengan rubrik 01 Sumative Criteria: Short Q&A (10) dinilai dengan rubrik 02 Assessment Technique: Test	Studying: Cooperative learning (Cooperative learning) Gagal diterjemahkan 2x2x50	Studying: Problem-Based Learning (Problem-based Learning) Gagal diterjemahkan None	Bloom's taxonomy principles in learning and teaching	10

9	Students understand the principles of problem solving skills (problem solving skills) (CPMK-1, CPMK-2)	Formative: able to argue well and politely about the principles of solving mathematical problems Sumative: The ability to understand and carry out problem solving	Formative Criteria: ethics and perseverance in understanding the principles of solving mathematical problems dinilai dengan rubrik 01 Sumative Criteria: Quiz (10) dinilai dengan rubrik 01 Assessment Technique: Gagal diterjemahkan	Studying: Cooperative learning (Cooperative learning) Gagal diterjemahkan 2x2x50	Studying: Problem-Based Learning (Problem-based Learning) Gagal diterjemahkan None	Troubleshooting steps	10
10-11	Students are able to understand the philosophy of planning and implementing teaching correctly based on modern educational philosophy (CPMK-1, CPMK-2)	Formative: able to argue well about how to make a lesson plan Sumative: Written test Ability to make teaching plans	Formative Criteria: ethics and perseverance in understanding the philosophy of teaching mathematics dinilai dengan rubrik 02 Sumative Criteria: Short Q&A (0) Project Based (20) dinilai dengan rubrik 04 Assessment Technique: Non Test	Studying: Cooperative learning (Cooperative learning) Gagal diterjemahkan 2x2x50	Studying: Problem-Based Learning (Problem-based Learning) Gagal diterjemahkan None	planning principles and implementation of the method teaching	20

12	Students understand the principles of assessment and evaluation in teaching (evaluation of mathematics) (CPMK-2, CPMK-3)	Formative: able to argue politely and well Sumative: Able to explain the use of assessment methods and evaluation in teaching	Formative Criteria: ethics as a teacher in front of the class dinilai dengan rubrik 02 Sumative Criteria: Short Q&A (0) Project Based (20) dinilai dengan rubrik 02 Assessment Technique: Non Test	Studying: Cooperative learning (Cooperative learning) Gagal diterjemahkan 1x2x50	Studying: Problem-Based Learning (Problem-based Learning) Gagal diterjemahkan None	Simple principles in teaching evaluation	20
13-16	Students are able to practice teaching in the classroom (CPMK-1, CPMK-2, CPMK-3)	Formative: Able to argue politely and well about the principles of problem-based and project-based teaching Sumative: Able to explain the principles of classroom teaching evaluation.	Formative Criteria: ethics and seriousness in carrying out learning evaluations dinilai dengan rubrik 02 Sumative Criteria: Short Q&A (0) Project Based (10) dinilai dengan rubrik 02 Assessment Technique: Non Test	Studying: Cooperative learning (Cooperative learning) Gagal diterjemahkan 3x2x50	Studying: Problem-Based Learning (Problem-based Learning) Gagal diterjemahkan None	Micro teaching practices	10
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-1 (ILO 1)	Short Q&A (Weight 10%) Quiz (Weight 10%) Short Q&A (Weight 10%) Quiz (Weight 10%) Short Q&A Project Based (Weight 20%) Short Q&A Project Based (Weight 10%)		
CPL-2 (P2)		Quiz (Weight 10%) Quiz (Weight 10%) Quiz (Weight 10%) Short Q&A Project Based (Weight 20%) Short Q&A Project Based (Weight 20%) Short Q&A Project Based (Weight 10%)	Quiz (Weight 10%) Quiz (Weight 10%) Short Q&A (Weight 10%) Short Q&A Project Based (Weight 20%) Short Q&A Project Based (Weight 10%)

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-3 (KU1)	Short Q&A (Weight 10%) Quiz (Weight 10%) Short Q&A (Weight 10%) Quiz (Weight 10%) Short Q&A Project Based (Weight 20%) Short Q&A Project Based (Weight 10%)		Quiz (Weight 10%) Quiz (Weight 10%) Short Q&A (Weight 10%) Short Q&A Project Based (Weight 20%) Short Q&A Project Based (Weight 10%)
CPL-4 (KU2)		Quiz (Weight 10%) Quiz (Weight 10%) Quiz (Weight 10%) Short Q&A Project Based (Weight 20%) Short Q&A Project Based (Weight 20%) Short Q&A Project Based (Weight 10%)	

Evaluation Type and Assessment Weight

Type	Assessment Weight
Short Q&A	20
Quiz	30
Project Based	50
Total	100

Assessment and Evaluation of Student Achievement of CLOs

SLOs that are charged on the Course	CLO	SUB CLO	Form of Assessment*				Weight	Value	Student Score
			Formative	Sumative					
				Short Q&A	Quiz	Project Based			
SLO-3	CLO-1	SUB-CLO-1	ethics expresses the principles of mathematical understanding	10	0	0	10		
SLO-3	CLO-3	SUB-CLO-2	Ethics and argumentation reveal the cognitive principles of mathematics.	0	10	0	10		
SLO-3	CLO-3	SUB-CLO-3	perseverance and study ethics	0	10	0	10		
SLO-3	CLO-3	SUB-CLO-4	Ethics and argumentation reveal the cognitive principles of mathematics.	10	0	0	10		
SLO-4	CLO-2	SUB-CLO-5	ethics and perseverance in understanding the principles of solving mathematical problems	0	10	0	10		
SLO-4	CLO-2	SUB-CLO-6	ethics and perseverance in understanding the philosophy of teaching mathematics	0	0	20	20		
SLO-3	CLO-3	SUB-CLO-7	ethics as a teacher in front of the class	0	0	20	20		
SLO-3	CLO-3	SUB-CLO-8	ethics and seriousness in carrying out learning evaluations	0	0	10	10		
				20	30	50	100		

Lampiran Rubrik 01 | ASSESMENT TERTULIS

Kriteria Penilaian	Bobot/Skor Penilaian				
	5	4	3	2	1/0
Konsep/ metode yang digunakan	Penjelasan konsep /metode (*) sangat lengkap dan akurat	Penjelasan konsep/metode (*) cukup jelas tetapi beberapa informasi tidak dituliskan secara lengkap.	Penjelasan konsep/metode (*) kurang jelas dan banyak informasi yang tidak dituliskan	Penjelasan yang dituliskan hampir tidak berkaitan dengan konsep/ metode (*)	Tidak memberikan konsep yang dibutuhkan
Sistematika penulisan/ pembuktian	Sistematika penulisan/ pembuktian sangat jelas dan terstruktur	Sistematika penulisan/ pembuktian cukup jelas namun ada langkah yang hilang	Sistematika penulisan/ pembuktian kurang jelas	Sistematika penulisan/ pembuktian tidak jelas	Jawaban tidak benar/ tidak ada
Interpretasi geometri/ kualitatif/ kuantitatif.	Interpretasi geometri/ kualitatif/ kuantitatif (*) tepat dan lengkap	Interpretasi geometri/ kualitatif/ kuantitatif (*) cukup lengkap/ tepat	Interpretasi geometri/ kualitatif/ kuantitatif (*) kurang lengkap/ tepat	Interpretasi geometri/ kualitatif/ kuantitatif (*) tidak lengkap/ tepat	Interpretasi geometri/ kualitatif/kuantitatif(*) tidak benar
Perhitungan/kesimpulan	Perhitungan/ kesimpulan sangat akurat/tepat dan disertai alasan yang mendasarinya	Perhitungan/ kesimpulan cukup akurat/tepat dan disertai alasan yang mendasarinya	Kesimpulan cukup tepat, namun tidak disertai alasan yang jelas	Perhitungan/ kesimpulan kurang akurat/tepat dan tidak disertai alasan yang mendasarinya	Perhitungan/kesimpulan salah

Lampiran Rubrik 02 | ASSESMENT PRESENTASI

Kriteria Penilaian	Bobot/Skor Penilaian				
	5	4	3	2	1
Penguasaan Materi	Mahasiswa sangat menguasai materi	Mahasiswa menguasai materi	Mahasiswa cukup menguasai materi	Mahasiswa kurang menguasai materi	Mahasiswa tidak menguasai materi
Sistematika Penyajian	Mahasiswa menyajikan materi presentasi dengan sangat sistematis	Mahasiswa menyajikan materi presentasi dengan sistematis	Mahasiswa menyajikan materi presentasi dengan cukup sistematis	Mahasiswa menyajikan materi presentasi dengan kurang sistematis	Mahasiswa menyajikan materi presentasi dengan tidak sistematis
Suara dan Ekspresi	Mahasiswa menjelaskan dengan suara yang sangat jelas, volume yang sangat sesuai, pengucapan istilah sangat tepat	Mahasiswa menjelaskan dengan suara yang jelas, volume yang sesuai, pengucapan istilah tepat	Mahasiswa menjelaskan dengan suara yang cukup jelas, volume yang cukup sesuai, pengucapan istilah cukup tepat	Mahasiswa menjelaskan dengan suara yang kurang jelas, volume yang kurang sesuai, pengucapan istilah kurang tepat	Mahasiswa menjelaskan dengan suara yang tidak jelas, volume yang tidak sesuai, pengucapan istilah tidak tepat
Kepercayaan Diri	Mahasiswa berbicara dengan sangat semangat, menularkan semangat dan antusiasme pada pendengar, eye contact ke semua peserta (audience)	Mahasiswa berbicara dengan semangat, menularkan semangat dan antusiasme pada pendengar, eye contact ke semua peserta (audience)	Mahasiswa berbicara dengan cukup semangat, cukup menularkan semangat dan antusiasme pada pendengar, eye contact ke semua peserta (audience)	Mahasiswa berbicara dengan kurang semangat, kurang menularkan semangat dan antusiasme pada pendengar, eye contact yang kurang ke semua peserta (audience)	Mahasiswa berbicara dengan tidak semangat, tidak dapat menularkan semangat dan antusiasme pada pendengar, tidak ada eye contact ke semua peserta (audience)
Kemampuan menjawab pertanyaan	Mahasiswa mampu menjawab semua pertanyaan dengan sangat tepat, sangat mendalam (lebih dari yang dibutuhkan), dan sangat tajam	Mahasiswa mampu menjawab semua pertanyaan dengan tepat, mendalam (lebih dari yang dibutuhkan), dan tajam	Mahasiswa mampu menjawab semua pertanyaan dengan cukup tepat, cukup mendalam, dan cukup tajam	Mahasiswa mampu menjawab semua pertanyaan dengan kurang tepat, kurang mendalam, dan kurang tajam	Mahasiswa mampu menjawab semua pertanyaan dengan tidak tepat, tidak mendalam, dan tidak tajam
Kepemimpinan presentasi kelompok	Mahasiswa sangat mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya presentasi	Mahasiswa mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya presentasi	Mahasiswa cukup mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya presentasi	Mahasiswa kurang mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya presentasi	Mahasiswa tidak mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya presentasi

Lampiran Rubrik 04 | ASSESMENT DISKUSI

Kriteria Penilaian	Bobot/Skor Penilaian				
	5	4	3	2	1
Kelugasan argumen	Mahasiswa menyampaikan pendapat menggunakan bahasa yang sangat baik, sangat mudah dimengerti, intonasi suara yang sangat jelas	Mahasiswa menyampaikan pendapat menggunakan bahasa yang baik, mudah dimengerti, intonasi suara yang jelas	Mahasiswa menyampaikan pendapat menggunakan bahasa yang cukup baik, cukup mudah dimengerti, intonasi suara yang cukup jelas	Mahasiswa menyampaikan pendapat menggunakan bahasa yang kurang baik, kurang mudah dimengerti, intonasi suara yang kurang jelas	Mahasiswa menyampaikan pendapat menggunakan bahasa yang tidak baik, tidak mudah dimengerti, intonasi suara yang tidak jelas
Parsipitasi aktif	Mahasiswa sangat aktif menyampaikan pendapat/masukannya, sangat aktif memberi jawaban, dan sangat berinisiatif mencari solusi	Mahasiswa aktif menyampaikan pendapat/masukannya, aktif memberi jawaban, dan berinisiatif mencari solusi	Mahasiswa cukup aktif menyampaikan pendapat/masukannya, cukup aktif memberi jawaban, dan cukup berinisiatif mencari solusi	Mahasiswa kurang aktif menyampaikan pendapat/masukannya, kurang aktif memberi jawaban, dan kurang berinisiatif mencari solusi	Mahasiswa tidak aktif menyampaikan pendapat/masukannya, tidak aktif memberi jawaban, dan tidak berinisiatif mencari solusi
Etika dan sikap tata nilai	Mahasiswa sangat mengindahkan etika diskusi akademik secara umum	Mahasiswa mengindahkan etika diskusi akademik secara umum	Mahasiswa cukup mengindahkan etika diskusi akademik secara umum	Mahasiswa kurang mengindahkan etika diskusi akademik secara umum	Mahasiswa tidak mengindahkan etika diskusi akademik secara umum
Kepemimpinan (diskusi kelompok)	Mahasiswa sangat mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya diskusi	Mahasiswa mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya diskusi	Mahasiswa cukup mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya diskusi	Mahasiswa kurang mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya diskusi	Mahasiswa tidak mampu menginisiasi, menggerakkan, mengarahkan, mengorganisir jalannya diskusi