

SEMESTER LEARNING PLAN

**SPECIAL TOPIC ANALYSIS COURSES
(23H01131703)**



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

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

CPL-7 (KK3) - The students are able to demonstrate mathematical skills which include interpretation, connecting problems, solving problems, and communicating individually or teamwork

Course Learning Outcomes (CLO)

CPMK-1: Students can understand basic science and its applications, the basics of mathematics and its applications. (CPL2)

CPMK-2: Students are able to master mathematical methods and are able to communicate mathematical concepts in modeling real problems. (CPL4)

CPMK-3: Students are able to communicate and collaborate in studying the topics discussed as well as being disciplined and able to develop themselves based on the principles of maritime character. (CPL7)

Sub-CLO

Sub CPMK-1: Students are able to discover the latest topics that are currently developing in the field of analysis and systematics, the latest development models or theories in the field of analysis, as well as the application of analysis in science and engineering, especially in the field of applied mathematics. (CPMK-1)

Sub CPMK-2: Project 1: a. Students are able to understand the contents of topic/journal 1. b. Students are able to present and write journal reports 1 well. (CPMK-1, CPMK-2 dan CPMK-3)

Sub CPMK-3: Project 2: a. Students are able to understand the contents of the topic/journal 2 b. Students

are able to present and write journal reports 2 well. (CPMK-1, CPMK-2 dan CPMK-3)

Sub CPMK-4: Project 3: a. Students are able to understand the contents of the topic/journal 3 b. Students are able to present and write journal reports 3 well. (CPMK-1, CPMK-2 dan CPMK-3)

Sub CPMK-5: Project 4: a. Students are able to understand the contents of the topic/journal 4 b. Students are able to present and write journal reports 4 well. (CPMK-1, CPMK-2 dan CPMK-3)

Learning Analytics

Special Topic Analysis



Project 4: a. Students are able to understand the contents of the topic/journal 4 b. Students are able to present and write journal reports 4 well. (CPMK-1, CPMK-2 dan CPMK-3)



Project 3: a. Students are able to understand the contents of the topic/journal 3 b. Students are able to present and write journal reports 3 well. (CPMK-1, CPMK-2 dan CPMK-3)



Project 2: a. Students are able to understand the contents of the topic/journal 2 b. Students are able to present and write journal reports 2 well. (CPMK-1, CPMK-2 dan CPMK-3)



Project 1: a. Students are able to understand the contents of topic/journal 1. b. Students are able to present and write journal reports 1 well. (CPMK-1, CPMK-2 dan CPMK-3)



Students are able to discover the latest topics that are currently developing in the field of analysis and systematics, the latest development models or theories in the field of analysis, as well as the application of analysis in science and engineering, especially in the field of applied mathematics. (CPMK-1)



HASANUDDIN UNIVERSITY

FAKULTY OF MATHEMATICS AND NATURAL SCIENCES

STUDY PROGRAM OF MATHEMATICS - S1

SEMESTER LEARNING PLAN

Course		Code	Course Group	Credits	SEMESTER	Compilation Date
Special Topic Analysis		23H01131703	Basic Science	3	5	10 Agustus 2025
AUTHORITY		SLP Developer Lecturer	Coordinator		Head of Study Program	
		Prof. Dr. Budi Nurwahyu, MS., Naimah Aris, S.Si.,M.Math., Dr. Muh. Nur, S.Si., M.Si.	Naimah Aris, S.Si.,M.Math.		Prof. Dr. Nurdin, S.Si., M.Si.	
Learning Outcomes Course	SLOs that are imposed on the course					
	SLO-2:	Mahasiswa mampu mengidentifikasi objek, teknik, dan sifat dalam matematika dasar, dan membuat koneksi untuk menyelesaikan masalah				
	SLO-4:	Mahasiswa dapat menggunakan pemikiran kritis matematis mereka yang cukup untuk abstraksi dan generalisasi masalah matematika berdasarkan hasil analisis informasi dan data				
	SLO-7:	Mahasiswa dapat menunjukkan keterampilan matematika termasuk menghubungkan masalah, menyelesaikan masalah, interpretasi, dan berkomunikasi secara individu atau dengan kerja tim				
	SLO ⇒ Course Learning Outcomes					
	After completing this course, it is expected:					
	SLO-2	CLO-1: Students can understand basic science and its applications, the basics of mathematics and its applications.				
	SLO-4	CLO-2: Students are able to master mathematical methods and are able to communicate mathematical concepts in modeling real problems.				
	SLO-7	CLO-3: Students are able to communicate and collaborate in studying the topics discussed as well as being disciplined and able to develop themselves based on the principles of maritime character.				
	CLO ⇒ Sub-CLO					
	CLO-1	Sub-CLO-1:Students are able to discover the latest topics that are currently developing in the field of analysis and systematics, the latest development models or theories in the field of analysis, as well as the application of analysis in science and engineering, especially in the field of applied mathematics.				
		Sub-CLO-2:Project 1: a. Students are able to understand the contents of topic/journal 1. b. Students are able to present and write journal reports 1 well.				
		Sub-CLO-3:Project 2: a. Students are able to understand the contents of the topic/journal 2 b. Students are able to present and write journal reports 2 well.				
		Sub-CLO-4:Project 3: a. Students are able to understand the contents of the topic/journal 3 b. Students are able to present and write journal reports 3 well.				
		Sub-CLO-5:Project 4: a. Students are able to understand the contents of the topic/journal 4 b. Students are able to present and write journal reports 4 well.				
		Sub-CLO-2:Project 1: a. Students are able to understand the contents of topic/journal 1. b. Students are able to present and write journal reports 1 well.				

	CLO-2	Sub-CLO-3:Project 2: a. Students are able to understand the contents of the topic/journal 2 b. Students are able to present and write journal reports 2 well.						
		Sub-CLO-4:Project 3: a. Students are able to understand the contents of the topic/journal 3 b. Students are able to present and write journal reports 3 well.						
		Sub-CLO-5:Project 4: a. Students are able to understand the contents of the topic/journal 4 b. Students are able to present and write journal reports 4 well.						
	CLO-3	Sub-CLO-2:Project 1: a. Students are able to understand the contents of topic/journal 1. b. Students are able to present and write journal reports 1 well.						
		Sub-CLO-3:Project 2: a. Students are able to understand the contents of the topic/journal 2 b. Students are able to present and write journal reports 2 well.						
		Sub-CLO-4:Project 3: a. Students are able to understand the contents of the topic/journal 3 b. Students are able to present and write journal reports 3 well.						
		Sub-CLO-5:Project 4: a. Students are able to understand the contents of the topic/journal 4 b. Students are able to present and write journal reports 4 well.						
	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	Case Studies			
SLO-2	CLO-1	SUB-CLO-1	Discipline, perseverance, activeness	5	0	5		
SLO-7	CLO-3	SUB-CLO-2	Discipline, perseverance and activeness	0	20	20		
SLO-7	CLO-3	SUB-CLO-3	Discipline, perseverance and activeness	0	25	25		
SLO-7	CLO-3	SUB-CLO-4	Discipline, perseverance and activeness	0	25	25		
SLO-7	CLO-3	SUB-CLO-5	Discipline, perseverance and activeness	0	25	25		
				5	95	100		

Course Description	Special Topics in Analysis is an elective course in the field of mathematical analysis that specifically will discuss the latest topics in the field of analysis, especially in the fields of Fourier analysis, functional analysis, operator theory and dynamic systems. Discussion of current topics in mathematical analysis is carried out by reviewing various recent papers related to the study of mathematical analysis, especially on the topics of Fourier analysis, functional analysis, operator theory and dynamic systems. This course aims to provide insight, develop analytical and systematic thinking patterns, the latest development models or theories in the field of analysis, as well as the application of Science and Engineering Analysis, especially in the field of Applied mathematics. "Segoe UI", Roboto, "Helvetica Neue", Arial, "Noto Sans", sans-serif, "Apple Color Emoji", "Segoe UI Emoji", "Segoe UI Symbol", "Noto Color Emojis"; font-size: 14px; letter-spacing: -0.14px;">
Learning Materials/Subjects	1. Study and Read the most recent Journal paper (Study and read the most recent Paper) 2. Summarize some papers taken from several Journal 3. Make a proposal 4. Presentation

Reference	Main References						
	The most recent Paper in journal with topic in analysis of mathematics						
	Additional References						
	[1] Nur, M., Al Azhary Masta, M. B., & Firman, A. I. (2024). On the 2-normed Orlicz space. <i>Computer Science</i> , 19(4), 1377-1387.						
Teaching Team	Prof. Dr. Budi Nurwahyu, MS., Naimah Aris, S.Si.,M.Math., Dr. Muh. Nur, S.Si., M.Si., Dr. Muhammad Zakir, M.Si.						
Course requirement							
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	Students are able to discover the latest topics that are currently developing in the field of analysis and systematics, the latest development models or theories in the field of analysis, as well as the application of analysis in science and engineering, especially in the field of applied mathematics. (CPMK-1)	Formative: Students are able to show a disciplined, diligent and active attitude in the learning process Sumative: Precision in journal selection latest to come discussed	Formative Criteria: Discipline, perseverance, activeness dinilai dengan rubrik 04 Sumative Criteria: Short Q&A (5) dinilai dengan rubrik 04 Assessment Technique: Non Test	Studying: Discovery Learning TM: 2x3x50; PT: 2x3x60; BM: 2x3x50;		Lecture contracts and provision of different topics/journals for each student regarding the development of Mathematics in the field of analysis from time to time, as well as information and new discoveries, especially those related to the application of analytical theory in the field of Applied Mathematics.	5

2-4	Project 1: a. Students are able to understand the contents of topic/journal 1. b. Students are able to present and write journal reports 1 well. (CPMK-1, CPMK-2, CPMK-3)	Formative: Students are able to show a disciplined, diligent and active attitude in the learning process Sumative: Mastery of the content of the first topic/journal - Content of the summary of the material/first journal- Results Development of ideas obtained - Suitability of materials obtained	Formative Criteria: Discipline, perseverance and activeness dinilai dengan rubrik 02 Sumative Criteria: Case Studies (10) dinilai dengan rubrik 02 Case Studies (10) dinilai dengan rubrik 03 Assessment Technique: Non Test	Studying: Case Study (Case Study) TM: 3x3x50; PT: 3x3x60; BM: 3x3x50;		Study and Read journals and summarize in your own language Looking for material/topic development and Search for other materials related to the topic. Create reports and create report presentation materials.	20
5-8	Project 2: a. Students are able to understand the contents of the topic/journal 2 b. Students are able to present and write journal reports 2 well. (CPMK-1, CPMK-2, CPMK-3)	Formative: Students are able to show a disciplined, diligent and active attitude in the learning process Sumative: Mastery of the contents of the second topic/journal - Contents of the material summary/second journal - Results Development of ideas obtained - Suitability of materials obtained	Formative Criteria: Discipline, perseverance and activeness dinilai dengan rubrik 02 Sumative Criteria: Case Studies (25) dinilai dengan rubrik 02 Assessment Technique: Non Test	Studying: Case Study (Case Study) TM: 3x3x50; PT: 3x3x60; BM: 3x3x50;		Study and Read Paper 2 and summarize in your own language Looking for material/topic development and Search for other materials related to the Paper1 topic 3. Make a report and make presentation materials for the report.	25

9-12	Project 3: a. Students are able to understand the contents of the topic/journal 3 b. Students are able to present and write journal reports 3 well. (CPMK-1, CPMK-2, CPMK-3)	Formative: Students are able to show a disciplined, diligent and active attitude in the learning process Sumative: Content control topic/journal - Fill in the material summary/ journal - Results Development of ideas obtained - Suitability of materials obtained	Formative Criteria: Discipline, perseverance and activeness dinilai dengan rubrik 02 Sumative Criteria: Case Studies (10) dinilai dengan rubrik 02 Case Studies (15) dinilai dengan rubrik 03 Assessment Technique: Non Test	Studying: Case Study (Case Study) TM: 3x3x50; PT: 3x3x60; BM: 3x3x50;		Study and Read Paper 3 and summarize in your own language Looking for material/topic development and Search for other materials related to the topic. Create reports and create report presentation materials. (Supporter [1])	25
13-16	Project 4: a. Students are able to understand the contents of the topic/journal 4 b. Students are able to present and write journal reports 4 well. (CPMK-1, CPMK-2, CPMK-3)	Formative: Students are able to demonstrate a disciplined, diligent and active attitude in the learning process Sumative: Content control topic/journal - Contents of the material/journal summary - Results Development of ideas obtained - Suitability of materials obtained	Formative Criteria: Discipline, perseverance and activeness dinilai dengan rubrik 02 Sumative Criteria: Case Studies (10) dinilai dengan rubrik 02 Case Studies (15) dinilai dengan rubrik 03 Assessment Technique: Non Test	Studying: Case Study (Case Study) TM: 4x3x50; PT: 4x3x60; BM: 4x3x50;		Study and read paper 4 and summarize in your own language Looking for material/topic development and Search for other materials related to the topic. Create reports and create report presentation materials.	25
							100

Matrix of SLO, CLO, and Assessment Method

SLO / CLO	CLO-1	CLO-2	CLO-3
CPL-2 (P2)	Short Q&A (Weight 5%) Case Studies (Weight 20%) Case Studies (Weight 25%) Case Studies (Weight 25%) Case Studies (Weight 25%)		
CPL-4 (KU2)		Case Studies (Weight 20%) Case Studies (Weight 25%) Case Studies (Weight 25%) Case Studies (Weight 25%)	
CPL-7 (KK3)			Case Studies (Weight 20%) Case Studies (Weight 25%) Case Studies (Weight 25%) Case Studies (Weight 25%)

Evaluation Type and Assessment Weight

Type	Assessment Weight
Short Q&A	5
Case Studies	95
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	Case Studies			
SLO-2	CLO-1	SUB-CLO-1	Discipline, perseverance, activeness	5	0	5		
SLO-7	CLO-3	SUB-CLO-2	Discipline, perseverance and activeness	0	20	20		
SLO-7	CLO-3	SUB-CLO-3	Discipline, perseverance and activeness	0	25	25		
SLO-7	CLO-3	SUB-CLO-4	Discipline, perseverance and activeness	0	25	25		
SLO-7	CLO-3	SUB-CLO-5	Discipline, perseverance and activeness	0	25	25		
				5	95	100		

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, <i>eye contact</i> ke semua peserta (<i>audience</i>)	Mahasiswa berbicara dengan semangat, menularkan semangat dan antusiasme pada pendengar, <i>eye contact</i> ke semua peserta (<i>audience</i>)	Mahasiswa berbicara dengan cukup semangat, cukup menularkan semangat dan antusiasme pada pendengar, <i>eye contact</i> ke semua peserta (<i>audience</i>)	Mahasiswa berbicara dengan kurang semangat, kurang menularkan semangat dan antusiasme pada pendengar, <i>eye contact</i> yang kurang ke semua peserta (<i>audience</i>)	Mahasiswa berbicara dengan tidak semangat, tidak dapat menularkan semangat dan antusiasme pada pendengar, tidak ada <i>eye contact</i> ke semua peserta (<i>audience</i>)
Kemampuan menjawab	Mahasiswa mampu menjawab semua pertanyaan dengan sangat tepat, 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 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 03 | ASSESMENT MAKALAH

Kriteria Penilaian	Bobot/Skor Penilaian				
	5	4	3	2	1
Sistematika dan kelengkapan penulisan	Mahasiswa menyusun laporan dengan sistematika yang sangat sesuai dengan format yang diberikan dan sangat lengkap	Mahasiswa menyusun laporan dengan sistematika yang sesuai dengan format yang diberikan dan lengkap	Mahasiswa menyusun laporan dengan sistematika yang cukup sesuai dengan format yang diberikan dan cukup lengkap	Mahasiswa menyusun laporan dengan sistematika yang kurang sesuai dengan format yang diberikan dan kurang lengkap	Mahasiswa menyusun laporan dengan sistematika yang tidak sesuai dengan format yang diberikan dan tidak lengkap
Kebenaran konsep ide yang dipaparkan	Mahasiswa menyusun makalah dengan konsep/ide yang dipaparkan dengan sangat tepat (sesuai dengan teori)	Mahasiswa menyusun makalah dengan konsep/ide yang dipaparkan dengan tepat	Mahasiswa menyusun makalah dengan konsep/ide yang dipaparkan dengan cukup tepat	Mahasiswa menyusun makalah dengan konsep/ide yang dipaparkan dengan kurang tepat	Mahasiswa menyusun makalah dengan konsep/ide yang dipaparkan dengan tidak tepat
Interpretasi metode dengan permasalahan yang dikaji	Mahasiswa sangat mampu mengidentifikasi relevansi metode dengan permasalahan yang dikaji	Mahasiswa mampu mengidentifikasi relevansi metode dengan permasalahan yang dikaji	Mahasiswa cukup mampu mengidentifikasi relevansi metode dengan permasalahan yang dikaji	Mahasiswa kurang mampu mengidentifikasi relevansi metode dengan permasalahan yang dikaji	Mahasiswa tidak mampu mengidentifikasi relevansi metode dengan permasalahan yang dikaji
Validitas Referensi – VR	Mahasiswa menggunakan referensi yang sangat <i>up to date</i> dan sangat relevan	Mahasiswa menggunakan referensi yang <i>up to date</i> dan relevan	Mahasiswa menggunakan referensi yang cukup <i>up to date</i> dan cukup relevan	Mahasiswa menggunakan referensi yang kurang <i>up to date</i> dan kurang relevan	Mahasiswa menggunakan referensi yang tidak <i>up to date</i> dan tidak relevan
Ketepatan waktu	Mahasiswa mengumpulkan makalah tepat waktu atau sebelum batas waktu yang ditentukan.	Mahasiswa mengumpulkan makalah lewat 1 hari dari batas waktu yang ditentukan.	Mahasiswa mengumpulkan makalah lewat 2 hari dari batas waktu yang ditentukan.	Mahasiswa mengumpulkan makalah lewat 3 hari dari batas waktu yang ditentukan.	Mahasiswa mengumpulkan makalah lewat 4 hari atau lebih dari batas waktu yang ditentukan.

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
Parsipasi 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