

## COURSE PORTFOLIO

Study Program	: MATHEMATICS - S1
Semester	: ODD 2023/2024
Course Code	: 23H01120903
Course Name	: Real Analysis
Coordinator	: Naimah Aris, S.Si.,M.Math.
Lecturer Team Member	: Naimah Aris, S.Si.,M.Math., Prof. Dr. Budi Nurwahyu, MS., Dr. Muh. Nur, S.Si., M.Si., Jusmawati Massalesse, S.Si.,M.Si.

### Implementation of Learning

Description of the implementation of the lecture, the suitability of what was planned in the RPS with what was done:

#### Number and percentage of lecturer and student attendance

(data source: monitoring the attendance of lecturers and students)

Lecturer Attendance			Student Attendance
Real Analysis B	Jusmawati Massalesse, S.Si.,M.Si.	: 8 times	Number of students: 38 persons
	Naimah Aris, S.Si.,M.Math.	: 8 times	Presence $\geq 80\%$ : 35 persons (92.11 %)
	Total Meeting : 16 times.		Presence $< 80\%$ : 3 persons (7.89 %)
Real Analysis A	Prof. Dr. Budi Nurwahyu, MS.	: 8 times	Number of students: 22 persons
	Dr. Muh. Nur, S.Si., M.Si.	: 8 times	Presence $\geq 80\%$ : 16 persons (72.73 %)
	Total Meeting : 16 times.		Presence $< 80\%$ : 6 persons (27.27 %)

### Materials/practicum provided

1. Derivatives
2. Riemann Integral (Riemann Integral)
3. Function sequence (Sequence of function)
4. Series of functions
5. Metric space (metric space)

### The learning methods implemented

Case Study, Small Group Discussion, Collaborative Learning

### The assessment method implemented

1. Quiz
2. Case Studies
3. Short Q&A
4. Mid Test
5. Independent Assignment

### Supplementary information (if available)

The assessment method with the Case Method is given by:

1. Independent Assignment
2. Group Report
3. Making video presentations
4. Presentation and answering questions from other groups.

## 2. Learning Outcomes

### Measurement results of CLO

Assessment and Evaluation of Student Achievement of CLO<sup>a</sup>

LOs that are charged to the Course	CLO	Assessment Form	Weight	Average student score (0-100)
P2	CLO-1	Short Q&A	7.50 %	64.91
P2	CLO-1	Mid Test	30.00 %	85.22
P2	CLO-1	Independent Assignment	12.50 %	69.99
P2	CLO-2	Short Q&A	7.50 %	64.91
P2	CLO-2	Mid Test	30.00 %	85.22
KU2	CLO-1	Independent Assignment	12.50 %	69.99
KU2	CLO-1	Short Q&A	7.50 %	64.91
KU2	CLO-1	Mid Test	30.00 %	85.22
KU2	CLO-2	Short Q&A	7.50 %	64.91
KU2	CLO-2	Mid Test	30.00 %	85.22
KU2	CLO-3	Case Studies	5.00 %	61.18
KU2	CLO-3	Case Studies	20.00 %	75.79
KU2	CLO-3	Quiz	15.00 %	67.43
KU2	CLO-3	Independent Assignment	5.00 %	58.22
KU2	CLO-4	Case Studies	5.00 %	61.18
KU2	CLO-4	Quiz	15.00 %	67.43

LOs that are charged to the Course	CLO	Assessment Form	Weight	Average student score (0-100)
KU2	CLO-4	Case Studies	20.00 %	75.79
KK3	CLO-3	Case Studies	5.00 %	61.18
KK3	CLO-3	Independent Assignment	5.00 %	58.22
KK3	CLO-3	Quiz	15.00 %	67.43
KK3	CLO-3	Case Studies	20.00 %	75.79
KK3	CLO-4	Case Studies	5.00 %	61.18
KK3	CLO-4	Quiz	15.00 %	67.43
KK3	CLO-4	Case Studies	20.00 %	75.79

a: result criteria: very satisfactory if the average score is  $\geq 80$ ; satisfactory if the average score is 70 - 79.9; unsatisfactory if the average score is  $< 70$ .

### Percentage of students who achieved a very satisfactory CLO score<sup>b</sup>

(data source: student scores per assessment according to CLOs)

CLO	% of students who achieved a CLO score of at least 80
CLO-1	76.67%
CLO-2	66.67%
CLO-3	30.00%
CLO-4	43.33%

b: result criteria: very satisfactory if  $\geq 80\%$  of students score  $\geq 80$ ; satisfactory if 70%-79.9% of students score  $\geq 80$ ; less satisfactory if  $< 70\%$  of students score  $\geq 80$ .

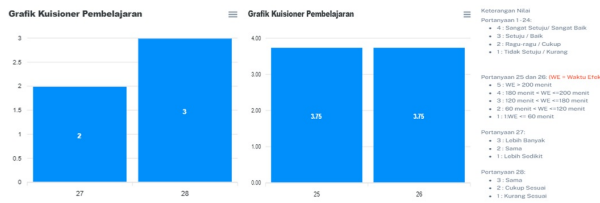
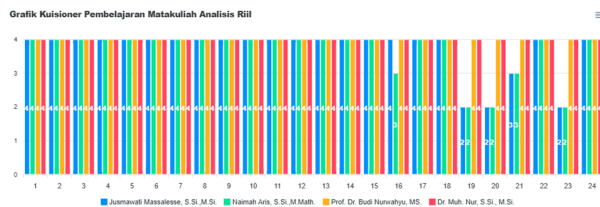
### Course Grade

Course Grade	Number and Percentage of Students
A	12 (20.0%)
A-	14 (23.3%)
B+	11 (18.3%)
B	7 (11.7%)
B-	7 (11.7%)
C+	5 (8.3%)
C	1 (1.7%)
D	0 (0.0%)
E	3 (5.0%)

### 3. Learning evaluation (survey) results

(data source: items / narratives of the results of the MK evaluation questionnaire by students)

Hasil Evaluasi Pembelajaran Matakuliah Analisis Riil



**Data**

**Informasi Pertanyaan Kuisioner**

<p>1. Desain Menyajikan Rancangan Pembelajaran Semester (RPPS) dan Kurikulum Pembelajaran dengan jelas</p> <p>2. Desain Menyajikan materi dengan baik dan jelas</p> <p>3. Desain Menyajikan Penilaian dengan jelas dan sesuai dengan bentuk penilaian yang telah ditetapkan</p> <p>10. Matakuliah yang diberikan memotivasi kemampuan intelektual siswa</p> <p>13. Seberapa jauh materi telah disampaikan di SM secara jelas sebelum pembelajaran dimulai</p> <p>16. Desain menyajikan penilaian tepat waktu sesuai dengan jadwal kuliah yang telah ditetapkan</p> <p>19. Sistem nilai yang diberikan, apakah penilaian cukup memadai</p> <p>22. Seberapa jauh matakuliah ini sudah sesuai dengan kompetensi yang akan dicapai (Catatan: 1 jika sangat dengan 170 menit kegiatan belajar setiap pekan per semester)</p> <p>25. Bagaimana Waktu Efektif (dalam menit) yang anda habiskan dalam seminggu (di luar jam perkuliahan) untuk menyelesaikan tugas terstruktur pada matakuliah ini</p> <p>28. Apakah waktu yang digunakan untuk menyelesaikan tugas yang diberikan matakuliah ini</p>	<p>8. Desain Menyajikan Proses Pembelajaran yang terpusat pada mahasiswa (Student Centered Learning)</p> <p>5. Desain memberikan materi setiap minggu sesuai dengan Rancangan Pembelajaran Semester (RPPS) matakuliah</p> <p>6. Desain memberikan umpan balik dengan memberikan komentar secara langsung</p> <p>14. Desain memberikan umpan balik dengan memberikan komentar secara langsung</p> <p>17. Bagaimana buku acuan/modul/lingkasan materi/ide matakuliah untuk siswa matakuliah yang diberikan</p> <p>20. Sistem nilai yang diberikan, apakah penilaian cukup memadai</p> <p>23. Sistem menggunakan SHS/SL sebagai media pembelajaran</p> <p>26. Bagaimana Waktu Efektif (dalam menit) yang anda habiskan dalam seminggu (di luar jam perkuliahan) untuk belajar mandiri pada matakuliah ini</p>	<p>9. Desain Menyajikan materi Pembelajaran dan sumber daya pendukung pembelajaran (literasi, literasi, literasi, literasi, literasi)</p> <p>6. Desain menyajikan kemampuan dan kemampuan mahasiswa dalam memahami dan menguasai suatu materi</p> <p>9. Desain menyajikan materi kuliah sebelum menyajikan penilaian ini</p> <p>12. Desain menggunakan lebih dari satu metode penilaian (Assessment Methods)</p> <p>15. Desain hadir tepat waktu sesuai dengan jadwal kuliah yang telah ditetapkan</p> <p>18. Buku acuan/modul/lingkasan materi/ide matakuliah yang diberikan bermanfaat dan sesuai dengan perkembangan yang ada</p> <p>21. Bagaimana Penyelesaian Praktis/Operasional/Praktis/Operasional sangat membantu dalam proses pembelajaran</p> <p>24. Bagaimana Penyelesaian Praktis/Operasional, Universitas sangat membantu dalam proses pembelajaran</p> <p>27. Dibandingkan dengan matakuliah yang lainnya, apakah waktu yang anda habiskan khusus untuk matakuliah ini</p>
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## Hasil Perhitungan CPL Mata Kuliah Analisis Riil



## 4. Analysis and Reflection

### Analysis and Reflection

#### Analysis

Analysis of the data shows that the performance of the Real Analysis Course is generally varied and not consistent. There is one aspect of learning outcomes that shows excellent performance and has succeeded in exceeding the targets that have been set, indicating strength in that area. However, on the other hand, there are also other aspects of learning outcomes whose performance is still below the expected standards, with one of them showing a significant gap from the target.

#### Reflection

This varying performance reflects that the existing problems are most likely not fundamental to the entire course, but rather specific to certain topics or methods related to low achievement. Success in one aspect can be considered an internal "good practice" that needs to be analyzed more deeply. Therefore, the most effective follow-up is to identify teaching and evaluation strategies that have been successful in areas of excellence, and then adapt these approaches to lift performance in areas that are still lagging behind in a focused manner.

## 5. Follow-up Plan

Responding to varying performance in the Real Analysis Course, where there are areas that have exceeded the target and other areas that are less than the target. The follow-up plan will implement a focused diagnostic approach. This step will center on analyzing success factors from superior performance aspects to be adapted and implemented as improvement strategies in areas that are still below standard, with priority on areas that show the most significant gaps. The aim is to lift performance in specific weak areas, so that learning outcomes are achieved more evenly and all can meet the expected targets.

#### **6. Follow-up results on the previous semester's evaluation**

Following up on the findings of the previous semester's evaluation for the Real Analysis Course, which identified varying performance, an action plan has been implemented. Learning has now been successfully raised to a very satisfactory level and consistently meets the expected targets, so this targeted improvement approach is recommended to be maintained.

Makassar, 21 Oktober 2025

Naimah Aris, S.Si.,M.Math.  
NIP 197110031997022001