


**Rencana Pembelajaran Semester (RPS)
Evaluasi Kinerja**

	Universitas PGRI Adi Buana Fakultas Ekonomi dan Bisnis Program Studi S1 Manajemen					Kode Dokumen
RENCANA PEMBELAJARAN SEMESTER						
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)		SEMESTER	Tgl Penyusunan
Penilaian Kinerja	150228	Manajemen	T=3	P=0	8	Oktober 2021
OTORISASI	Pengembang RPS		Koordinator RMK		Ketua PRODI	
	Ferry Hariawan, SE.,MM				I Made Bagus Dwiarta, SE.,MM	
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK					
	CPL1	Lulusan mampu menguasai teori bidang evaluasi kinerja secara menyeluruh. Graduates are able to master the theory of performance evaluation in its entirety.				
	CPL2	Lulusan mampu mengimplementasikan teori bidang evaluasi kinerja dalam mengelola organisasi secara efektif Graduates are able to implement theories in the field of performance evaluation in managing organizations effectively				
	CPL3	Lulusan mampu mengaplikasikan teknologi informasi dalam pengelolaan data bisnis secara tepat. Graduates are able to apply information technology in managing business data appropriately.				
	CPL4	Lulusan mampu mengembangkan ilmu evaluasi kinerja dalam lingkungan bisnis global secara kreatif dan inovatif Graduates are able to develop the science of performance evaluation in a global business environment creatively and innovatively.				
	CPL5	Lulusan mampu menjalankan fungsinya dalam mengelola organisasi secara inovatif dan bermartabat. Graduates are able to carry out their functions in managing organizations in an innovative and dignified manner.				
	Capaian Pembelajaran Mata Kuliah (CPMK)					
	CPMK1	Mahasiswa mampu menjelaskan teori evaluasi kinerja dengan tepat. Students are able to explain performance evaluation theory correctly				
CPMK2	Mahasiswa mampu menggunakan Teknologi Informasi dalam bidang Evaluasi Kinerja secara efektif. Students are able to use Information Technology in the field of Performance Evaluation effectively.					

	CPMK3	Mahasiswa mampu mendesain keputusan strategis di bidang Evaluasi Kinerja berdasarkan analisis lingkungan internal & lingkungan eksternal dan Sistem informasi SDM. Students are able to design strategic decisions in the field of Performance Evaluation based on analysis of the internal environment & external environment and HR Information Systems					
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)						
	Sub-CPMK1	Mahasiswa mampu menjelaskan teori Evaluasi Kinerja dengan tepat. Students are able to explain the theory of Performance Evaluation correctly					
	Sub-CPMK2	Mampu menjelaskan dan memahami proses evaluasi kinerja. Able to explain and understand the performance evaluation process.					
	Sub-CPMK3	Mampu menjelaskan dan memahami praktek evaluasi kinerja. Able to explain and understand performance evaluation practices					
	Korelasi CPL terhadap Sub-CPMK						
		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	...
	CPL1	√		√			
	CPL2		√				
	CPL3				√		
Deskripsi Singkat MK	Matakuliah ini berisi tentang konsep dasar evaluasi kinerja yang meliputi evaluasi kinerja karyawan dan evaluasi kinerja perusahaan, metode penilaian kinerja, pengembangan kinerja karyawan, dan pengukuran kinerja karyawan. Metode pembelajaran dilaksanakan dengan sistem diskusi, tugas proyek, dan simulasi. This course contains the basic concept of performance evaluation which includes employee performance evaluation and company performance evaluation, performance assessment methods, employee performance development, and employee performance measurement. The learning method is implemented with a discussion system, project assignments, and simulations.						
Bahan Kajian: Materi Pembelajaran	<ol style="list-style-type: none"> 1. Definition, objectives, characteristics, focus, understanding, performance appraisal. 2. Proses penilaian kinerja. 3. Key Performance Indicator. 4. Performance Individual. 5. Balanced Scorecard. 						
Pustaka	Utama :						

		1. Gofur Ahmad. (2015). ARSITEKTUR ASSESSMENT CENTER. Jakarta: Grasindo. 2. Wirawan. (2012). EVALUASI KINERJA SUMBER DAYA MANUSIA Teori, Aplikasi, dan Penelitian. Jakarta: Salemba Empat Pendukung : 1. Veithzal Rivai. 2014. Manajemen Sumber Daya Manusia untuk Perusahaan, Edisi ke 6, PT. Raja Grafindo Persada, Depok, 16956. 2. Aprinto, Brian, dan Fonny Arysandy. (2013). Pedoman Lengkap Profesional SDM Indonesia. Jakarta Pusat: PPM.					
Dosen Pengampu		Ferry Hariawan, SE.,MM					
Matakuliah syarat							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Teknik	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mendiskripsikan dan menjelaskan evaluasi kinerja. (Describe and explain performance evaluation.)	Ketepatan menjelaskan definisi evaluasi kinerja. (Accuracy in explaining the definition of performance evaluation.)	Rubrik Holistik Holistic Column		Diskusi, Google Meet/Zoom [PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]		
2	Mahasiswa mampu memahami tentang kinerja dan kompetensi, hubungan antara kompetensi dan kinerja, istilah-istilah evaluasi kinerja. (Students are able to understand performance and competence, the	Ketepatan menjelaskan tentang kinerja dan kompetensi, hubungan antara kompetensi dan kinerja,	Rubrik Holistik Holistic Column		Diskusi, Google Meet/Zoom [PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]		

	relationship between competence and performance, and performance evaluation terms.)	istilah-istilah evaluasi kinerja (Accuracy in explaining performance and competence, the relationship between competence and performance, performance evaluation terms)					
3	Mampu menjelaskan instrument Evaluasi Kinerja, membuat instrument evaluasi kinerja, menjelaskan skala penilaian. (Able to explain performance evaluation instruments, create performance evaluation instruments, explain assessment scales)	1. Ketepatan menjelaskan instrument Evaluasi Kinerja, 2. Ketepatan membuat instrument evaluasi kinerja, 3. Ketepatan menjelaskan skala penilaian. 1. Accuracy in explaining the Performance	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab			

		Evaluation instrument, 2. Accuracy in creating the performance evaluation instrument, 3. Accuracy in explaining the assessment scale					
4	Mahasiswa mampu mendiskripsikan dan memahami standar kompetensi. (Students are able to describe and understand competency standards.)	Ketepatan menjelaskan definisi standar kompetensi. (Accuracy in explaining the definition of competency standards)	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab Explaining Discussion Cooperative learning Q&A			
5	Mahasiswa mampu mendiskripsikan dan memahami kriteria unjuk kerja (KUK). (Students are able to describe and understand performance criteria)	Ketepatan menjelaskan definisi kriteria unjuk kerja (KUK). (Accuracy in explaining the definition of performance criteria)	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab Explaining Discussion Cooperative learning Q&A			
6	Mahasiswa mampu mendiskripsikan dan memahami Key Performance Indicator (KPI).	Ketepatan menjelaskan definisi Key	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab			

	Students are able to describe and understand Key Performance Indicators (KPI).	Performance Indicator (KPI). Accuracy in explaining the definition of Key Performance Indicator (KPI)		Explaining Discussion Cooperative learning Q&A			
7	Mahasiswa mampu melakukan evaluasi kinerja karyawan. Students are able to evaluate employee performance.	1. Memahami konsep evaluasi kinerja individu 2. Melakukan perhitungan kinerja individu 1. Understand the concept of individual performance evaluation 2. Calculate individual performance	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab Explaining Discussion Cooperative learning Q&A			
8	Evaluasi Tengah Semester / Ujian Tengan Semester						
9	Mahasiswa mampu memahami macam-macam model evaluasi kinerja (1) Students are able to understand various performance evaluation models (1)	Model Evaluasi Kinerja: 1. Model esai 2. Model critical incident 3. Model checklist	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab Explaining Discussion Cooperative learning Q&A			

		4. Model graphic rating scales 5. Model forced distribution					
10	Mahasiswa mampu memahami macam-macam model evaluasi kinerja (2) Students are able to understand various performance evaluation models (2))	Model Evaluasi Kinerja: 1. Managemnet by objectives (MBO) 2. 360 degree performance appraisal model	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab Explaining Discussion Cooperative learning Q&A			
11	Mahasiswa mampu mendiskripsikan dan memahami Key Performance Indicator (KPI) organisasi. Students are able to describe and understand the organization's Key Performance Indicators (KPIs).	Ketepatan menjelaskan definisi Key Performance Indicator (KPI) organisasi. Accuracy in explaining the definition of the organization's Key Performance Indicator (KPI)	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab			
12	Mahasiswa mampu mendiskripsikan dan memahami balance scorecard (BSC). Students are able to describe and understand the balanced scorecard (BSC).	Ketepatan menjelaskan definisi balance scorecard (BSC). Accuracy in explaining the definition of	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab Explaining Discussion Cooperative learning			

		balanced scorecard (BSC)		Q&A			
13	Mahasiswa mampu melakukan simulasi kasus dengan menggunakan balance scorecard (BSC). Students are able to conduct case simulations using the balanced scorecard (BSC).	Ketepatan menyelesaikan kasus dengan menggunakan balance scorecard (BSC). Accuracy in resolving cases using the balanced scorecard (BSC)	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab Explaining Discussion Cooperative learning Q&A			
14	Mahasiswa mampu membedakan Key Performance Indicator (KPI) individu dan organisasi. Students are able to differentiate between individual and organizational Key Performance Indicators (KPIs).	Ketepatan menjelaskan perbedaan Key Performance Indicator (KPI) individu dan organisasi. Accuracy in explaining the differences between individual and organizational Key Performance Indicators (KPIs).	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab Explaining Discussion Cooperative learning Q&A			
15	Mahasiswa mampu melakukan evaluasi kinerja perusahaan.	1. Memahami konsep evaluasi kinerja organisasi	Rubrik Holistik Holistic Column	Menjelaskan Diskusi Pembelajaran kooperatif Tanya jawab Explaining			

	Students are able to evaluate company performance.	2. Melakukan perhitungan kinerja organisasi 1. Understand the concept of organizational performance evaluation 2. Calculate organizational performance		Discussion Cooperative learning Q&A			
16	Evaluasi Akhir Semester / Ujian Akhir Semester						

Catatan :

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.

10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

Note:

1. Study Program Graduate Learning Outcomes (CPL-PRODI) are the abilities possessed by each study program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. CPL charged to the course are several learning achievements of study program graduates (CPL-PRODI) used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. Course CP (CPMK) is the ability that is specifically described from the CPL charged to the course, and is specific to the study material or learning material of the course.
4. Sub-CPMK of the course (Sub-CPMK) is the ability that is specifically described from the CPMK that can be measured or observed and is the final ability planned at each stage of learning, and is specific to the learning material of the course.
5. Assessment indicators for abilities in the process or student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. Assessment Criteria are benchmarks used as a measure or benchmark for learning achievement in assessment based on established indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. Form of assessment: test and non-test.
8. Form of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. Learning Materials are details or descriptions of study materials that can be presented in the form of several main and sub-topics.
11. The assessment weight is the percentage of the assessment of each sub-CPMK achievement, the amount of which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. TM=Face-to-Face, PT=Structured assignment, BM=Independent learning.