

Implementation of the Latest RPS Preparation Model and Student Worksheets through Learning Tool Development Workshop Activities

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Abstract

The quality of learning in higher education is largely determined by the availability of systematically designed learning tools based on learning outcomes. One of the main tools required for lecturers is the Semester Learning Plan (RPS) and Student Worksheet (LKM), which align with the Outcome-Based Education (OBE) approach and the Independent Learning–Independent Campus (MBKM) policy. However, various obstacles remain in developing RPS and LKM in accordance with these standards, particularly among permanent lecturers at the Lombok Business Academy. This Community Service activity aims to implement the latest RPS development model and LKM development through a learning tool development workshop. The activity implementation method uses a participatory approach through the stages of needs analysis, planning, workshop implementation, mentoring, evaluation, and follow-up. Participants are permanent lecturers at the Lombok Business Academy. Data collection techniques include pre- and post-tests, assessments of RPS and LKM products, and participant satisfaction questionnaires. The results of the activity show a significant increase in lecturers' understanding of OBE-based RPS development and LKM development. Furthermore, all participants successfully produced revised lesson plans (RPS) and student worksheets (LKM) in accordance with current standards. Participants' responses to the implementation of the activity were also very positive, both in terms of materials, methods, and mentoring. This activity had a positive impact on improving lecturer competency and strengthening the quality of learning at the Lombok Business Academy. Thus, this activity proved effective in enhancing lecturers' abilities to develop high-quality learning tools oriented towards student learning outcomes.

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1. INTRODUCTION

Higher education plays a strategic role in producing superior, competitive, and adaptive human resources to developments in science, technology, and the needs of the workplace. In this context, the learning process in higher education is required to continuously improve its quality to produce graduates with comprehensive competencies in terms of knowledge, skills, and attitudes. One of the main instruments determining the quality of the learning process is the learning tools, specifically the Semester Learning Plan (RPS) and Student Worksheet (LKM). The RPS serves as the primary guide for implementing learning throughout the semester, while the LKM serves as a means to facilitate systematic and directed student learning activities (Directorate of Learning and Student Affairs, 2020).

Along with the implementation of the policy Independent Learning–Independent Campus (MBKM), the paradigm for preparing the RPS has also undergone significant changes. The RPS is no longer solely oriented towards material achievement, but must be able to facilitate the achievement of these goals.

Graduate Learning Outcomes (CPL), which is consistent with *Based Education (OBE)*. The latest RPS preparation model emphasizes the integration between the Study Program CPL, Course Learning Outcomes (CPMK), Sub-CPMK, innovative learning methods, and an authentic assessment system that is in accordance with the characteristics of the targeted learning outcomes (Minister of Education and Culture Regulation No. 3 of 2020). However, various studies show that many lecturers still struggle to develop lesson plans (RPS) that fully align with the OBE paradigm and MBKM policies. The RPS they develop tend to be administrative in nature, lacking a clear link between CPL, CPMK, learning methods, student activities, and assessment systems (Suryandari & Rahayu, 2021). This situation contributes to a suboptimal learning process, as lecturers lack a systematic guide for managing achievement-based learning.

In addition to the RPS, Student Worksheets (LKM) also play a crucial role in supporting effective learning. LKM is designed to guide students in actively, independently, and collaboratively carrying out learning activities. A good LKM should be able to stimulate higher-order thinking skills (*higher order thinking skills*), facilitate problem-based learning, and support the development of 21st-century skills such as communication, collaboration, critical thinking, and creativity (Trilling & Fadel, 2009). However, in practice, many courses are still not equipped with structured LKM that are in accordance with the characteristics of the learning model used. The limited understanding of lecturers regarding the latest RPS preparation models and the development of effective LKM is often caused by a lack of ongoing training and limited access to professional mentoring. In fact, lecturers, as the spearhead of the implementation of learning in higher education, are required to continuously improve their pedagogical competence to be able to design learning that is adaptive to current developments (Uno, 2016). Therefore, a systematic effort is needed to increase the capacity of lecturers in developing quality learning tools through training and mentoring-based activities. One effective approach to improving lecturers' competency in developing learning tools is through workshops. Workshops are not only about transferring knowledge, but also provide space for hands-on practice, discussion, reflection, and mentoring, enabling participants to produce tangible products in the form of lesson plans and student worksheets (LKM) that are ready for implementation (Sudjana, 2017). Through workshops, lecturers can gain a deeper understanding of the OBE concept, align CPL with CPMK and Sub-CPMK, and design relevant and contextual learning activities.

The implementation of the latest RPS (Lecture Plan) development model and the development of Student Activity Units (LKM) through learning tool development workshops represent a concrete contribution from higher education institutions to improving the quality of the learning process. These activities are not only focused on improving individual lecturers' competencies but also contribute to improving the overall quality of the institution. High-quality learning tools will result in a more focused, measurable learning process that is oriented toward optimal student learning outcomes.

Furthermore, this activity aligns with the role of higher education institutions in implementing the Tri Dharma (Three Pillars of Community Service), particularly in the aspect of community service. In this context, lecturers serve not only as implementing subjects but also as agents of change, contributing to strengthening human resource capacity, both within the institution and with external partners such as partner universities, schools, or other educational institutions (Arad & Wardoyo, 2020). Through community service activities in the form of workshops, it is hoped that a sustainable transfer of knowledge and skills will occur.

Furthermore, the development of learning tools based on the latest RPS and LKM is also highly relevant to the demands of accreditation and internal quality assurance in higher education. Current accreditation instruments emphasize the importance of measurable learning outcomes, alignment between planning, implementation, and evaluation of learning, and evidence of high-quality implementation of learning tools. Therefore, this workshop will not only improve lecturer competency but also support the achievement of national higher education quality standards.

Problems frequently encountered in the field include: (1) RPS is prepared routinely but does not fully refer to the OBE principles; (2) the relationship between CPL, CPMK, and assessment has not been presented systematically; (3) the LKM used is still conventional and does not support activity-based learning; and (4) lecturers' limited understanding of innovative learning models that can be integrated into RPS and LKM. This condition indicates a gap between the demands of educational policy and ongoing learning practices.

Based on the above description, this Community Service activity is designed in the form of the Implementation of the Latest RPS Preparation Model and Student Worksheets through a Learning Tool Development Workshop. This activity aims to provide lecturers with conceptual understanding and practical skills in preparing OBE-based RPS and developing LKM that are appropriate to the characteristics of the course. Through this activity, lecturers are expected to be able to produce learning tools that not only meet administrative standards but also are of high quality.

Specifically, this activity is expected to: (1) improve lecturers' understanding of the MBKM policy and its implementation in the RPS; (2) improve lecturers' skills in compiling RPS based on CPL, CPMK, and Sub-CPMK; (3) improve lecturers' abilities in developing LKM that supports active and meaningful learning; and (4) encourage the realization of a culture of quality in the planning and implementation of learning in higher education. Thus, this activity has high urgency and strong relevance to the needs of the world of higher education today.

Ultimately, the successful implementation of the latest RPS (Lesson Plan) and LKM development model is determined not only by the completeness of the documentation but also by the lecturers' commitment to implementing learning according to the established plan. Therefore, this workshop is expected to create synergy between the lecturers' conceptual understanding, technical skills, and professional commitment in developing innovative, effective, and optimally student-centered learning outcomes.

2. IMPLEMENTATION METHOD

The implementation method for this Community Service activity uses a participatory and experiential learning approach, which positions lecturers as active participants throughout the entire series of activities. This approach was chosen because it is considered effective in improving lecturers' professional competence, particularly in developing learning tools based on the latest RPS (Lesson Plans) and Student Worksheets (SW). The location of the activity is the Business Academy Lombok is targeting all permanent lecturers from various study programs. The participatory approach allows for two-way interaction between facilitators and participants, ensuring optimal knowledge transfer (Sudjana, 2017; Uno, 2016).

The initial stage of the implementation method began with a needs assessment conducted through interviews, initial discussions with institutional leaders, and the distribution of questionnaires to participating lecturers. This analysis aimed to obtain an initial overview of the lecturers' level of understanding of the development of Outcome-Based Education (OBE)-based lesson plans (RPS), the implementation of the Independent Learning (Merdeka Belajar Kampus Merdeka) policy (MBKM), and the use of Student Activity Units (LKM) in the learning process. The results of the needs analysis were used as the basis for developing workshop materials to align with the real conditions and needs of lecturers at the Lombok Business Academy (Sugiyono, 2019).

The next stage is activity planning, which includes developing training modules, preparing evaluation instruments, designing activity schedules, and assigning tasks to the implementation team. Workshop materials are based on the latest policies on National Higher Education Standards, guidelines for developing OBE-based RPS (Regional Learning Outcomes Plans), and the development of innovative learning tools. Planning is carried out systematically to ensure that activities are focused, measurable, and aligned with established community service objectives (Ministry of Education and Culture, 2020).

The workshop was conducted through interactive lectures, discussions, and hands-on practice. The lecture method was used to convey basic concepts regarding the development of the latest RPS, the relationship between CPL, CPMK, and Sub-CPMK, as well as the principles of developing effective LKM. Discussions were used to explore the problems faced by lecturers in developing learning materials. Meanwhile, hands-on practice was used to train lecturers in developing RPS and LKM according to the courses they teach (Trilling & Fadel, 2009).

During the practical session, each participant was asked to bring their lesson plan (RPS) that they had been using for reflection and improvement. Participants were then directed to revise the RPS to align with the OBE approach, including mapping the CPL, formulating the CPMK and Sub-CPMK, determining relevant learning methods, and developing an authentic assessment system. This process was carried out in stages with direct guidance from a team of facilitators to provide participants with constructive feedback (Suryandari & Rahayu, 2021).

In addition to preparing the RPS, participants were also trained to develop Student Worksheets (SWs) integrated with the RPS. SWs were developed using an active, problem-based, and contextual learning approach, in accordance with the characteristics of business courses. Participants were guided to design student activities, work instructions, and assessment indicators that encourage higher-order thinking skills (HOTS) and strengthen students' soft skills (Trilling & Fadel, 2009).

Mentoring methods are carried out in groups and individually. Group mentoring is conducted through class discussions to address common difficulties experienced by participants, while individual mentoring is conducted to help lecturers adapt the RPS and LKM to the characteristics of each course. This mentoring pattern aims to ensure that all participants are able to produce high-quality learning materials that are ready to be implemented in lectures (Uno, 2016).



Figure 1. Assistance in developing teaching materials

The activity evaluation was conducted through pre- and post-tests, assessments of the lesson plan (RPS) and worksheet (LKM) products produced by participants, and a questionnaire assessing participant satisfaction with the workshop implementation. The pre-test was used to measure the lecturers' initial abilities, while the post-test was used to measure improvements in understanding after participating in the activity. Product evaluation was conducted using an OBE-based RPS and LKM assessment rubric to ensure the achievement of the established standards (Sugiyono, 2019).

The program's sustainability is maintained through monitoring and follow-up, including online mentoring and the formation of a community of practitioners within the Lombok Business Academy. Lecturers and participants are encouraged to share best practices in implementing RPS and LKM in their respective classes. This sustainability is crucial to ensure that workshop outcomes are not limited to documentation but are truly implemented in learning (Arad & Wardoyo, 2020).

Overall, the implementation method for this activity is designed to be systematic, structured, and oriented towards tangible results, such as improving lecturer competency and developing high-quality RPS and LKM. Through a combination of needs analysis, training, practice, mentoring, evaluation, and follow-up, this activity is expected to provide a sustainable impact on improving the quality of learning at the Lombok Business Academy and supporting the achievement of superior and competitive higher education standards (Ministry of Education and Culture, 2020; Sudjana, 2017).

The implementation of mentoring can be seen in the following image:

3. RESULTS AND DISCUSSION

The workshop results showed a significant increase in the understanding of the Lombok Business Academy's permanent lecturers regarding the concept of developing a Learning Plan (RPS) based on Outcome-Based Education (OBE) and the Independent Learning–Independent Campus (MBKM) policy. Based on the pre-test and post-test results, there was an increase in the average understanding score of participants from the moderate to the high category. This indicates that the workshop was effective in improving the pedagogical competence of lecturers, particularly in learning planning oriented towards learning outcomes (Sudjana, 2017; Ministry of Education and Culture, 2020). This increase in understanding was particularly evident in the aspect of the relationship between CPL, CPMK, and Sub-CPMK. Before the workshop, most lecturers still had difficulty systematically mapping the relationship between these learning outcomes. However, after attending the workshop and mentoring, lecturers began to be able to compile an RPS with a more structured flow, starting from the elaboration of the Study Program's CPL to the formulation of measurable assessment indicators. This finding is in line with research by Suryandari and Rahayu (2021,) which stated that OBE-based training can significantly improve the quality of lecturers' learning planning.

In terms of products, the main outcome of this activity was the preparation of a revised RPS for each course taught by the participants. The resulting RPS fulfilled the main components of the current RPS, including course identity, CPL–CPMK–Sub-CPMK mapping, study materials, learning methods, student learning experiences, and an authentic assessment system. Compared with the previous RPS, the RPS resulting from the workshop showed an increase in quality in the aspects of alignment between learning objectives, processes, and evaluation. This finding confirms that the hands-on approach in the workshop is very effective in producing quality learning products (Uno, 2016).

In addition to the RPS, participants also successfully developed Student Worksheets (SWs) integrated with the RPS. The resulting SWs included problem-based learning activities, business case studies, and assignments that foster higher-order thinking skills. This demonstrates that lecturers not only understand the SW concept theoretically but are also able to implement it in the form of ready-to-use learning tools. This finding aligns with Trilling and Fadel's (2009) view that 21st-century learning demands learning tools that support the development of HOTS and students' collaborative skills.

The evaluation results of the RPS and LKM products using an assessment rubric indicate that most of the learning tools produced are in the good and very good categories. The aspects that showed the most significant improvements were the clarity of the CPMK formulation, the suitability of the learning methods to the learning outcomes, and the completeness of the assessment instruments. However, several lecturers still need further guidance, especially in formulating assessment indicators that truly reflect learning outcomes holistically. This demonstrates that the development of learning tools is an ongoing process that requires continuous guidance (Sugiyono, 2019).

From the implementation process aspect, interactive lectures, discussions, and hands-on practice methods have been proven to increase lecturers' active participation during the activities. Lecturers not only act as listeners, but are actively involved in discussions, reflections, and the practical work of preparing lesson plans and student worksheets. This high level of participation indicates that the participatory approach applied in PkM activities is very effective in building a collaborative and meaningful learning atmosphere (Sudjana, 2017).

Participants' responses to the workshops also showed very positive results. Based on a satisfaction questionnaire, the majority of lecturers stated that the material presented was relevant to their needs, the implementation method was easy to understand, and the mentoring provided was very helpful in resolving technical challenges in preparing lesson plans and worksheets. These findings reinforce the fact that workshops are an effective strategy for enhancing lecturers' professional capacity (Arad & Wardoyo, 2020).

From an institutional perspective, the results of this activity significantly contribute to strengthening the internal quality assurance system at the Lombok Business Academy. The revised and developed RPS and LKM can be used as supporting documents for study program accreditation and for continuous improvement of learning quality. With standardized, OBE-based learning tools, the learning process is expected to be more focused, measurable, and oriented towards graduate learning outcomes (Ministry of Education and Culture, 2020).

The results of this activity also demonstrate that collaboration between the Community Service Program implementation team and partner lecturers at the Lombok Business Academy has fostered a culture of professional learning within the university. Lecturers no longer view RPS and LKM as merely administrative documents, but rather as strategic instruments for managing effective learning. This paradigm shift is a key indicator of the success of community service activities in education (Uno, 2016; Arad & Wardoyo, 2020).

Overall, the results and discussion indicate that the implementation of the latest RPS (Lesson Plan) and LKM (Learning Activity) development model through a learning tool development workshop at the Lombok Business Academy proceeded well and achieved the stated objectives. Improved lecturer understanding, the quality of RPS and LKM products, and positive participant responses are indicators of the success of this activity. However, follow-up in the form of ongoing mentoring and monitoring of implementation in the classroom is needed to ensure the impact of this activity is truly sustainable and makes an optimal contribution to improving the quality of learning in higher education.

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