



**Universitas Negeri Surabaya  
Fakultas Bahasa dan Seni  
Program Studi S1 Pendidikan Bahasa Inggris**

Kode Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Current Issues and Policies in Education	8820302300	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	3	21 Agustus 2023
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	Ahmad Munir, Ph.D		Ahmad Munir, Ph.D			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

<b>Model Pembelajaran</b>	Case Study
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<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																			
	<b>CPL-7</b>	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.																																																																		
	<b>CPL-9</b>	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.																																																																		
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																			
	<b>CPMK - 1</b>	Understand and describe key educational principles and their relevance to English language teaching.																																																																		
	<b>CPMK - 2</b>	Recognize and explain different English language teaching methods from a theoretical perspective.																																																																		
	<b>Matrik CPL - CPMK</b>																																																																			
		<table border="1"> <tr> <th>CPMK</th> <th>CPL-7</th> <th>CPL-9</th> </tr> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td style="text-align: center;">✓</td> </tr> </table>	CPMK	CPL-7	CPL-9	CPMK-1	✓		CPMK-2		✓																																																									
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<b>Deskripsi Singkat MK</b>	This course is designed to explore current issues and policies in education, especially in Indonesia. Information technology, multicultural, socio-cultural, environment, health and their relation to education are examples of issues to raise. In the meantime, policies in education and their implication will also be discussed in this course. The course is delivered through lecture, presentation, discussion and problem-based approach. This course uses Problem-Based Learning/Case Method.
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<b>Pustaka</b>	<b>Utama :</b>
	<ol style="list-style-type: none"> <li>1. Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.</li> <li>2. Mendikbud RI. 2020. Kepmendikbud Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus.</li> <li>3. Azis, Munawir. 2016. Inspirasi Pendidik di Perbatasan menghadirkan teknologi Informasi, berjuang melampaui Keterbatasan. Jakarta: Pustekkom Kemdikbud</li> <li>4. Presiden Republik Indonesia. 2012. Peraturan Presiden RI Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI)</li> <li>5. MenPPA. 2017. Permen PPPA no 4 Tahun 2017 tentang Perlindungan Khusus bagi anak penyandang disabilitas</li> <li>6. Menag. 2020. Permen PMA no 30 Tahun 2020 Tentang Pendirian dan Penyelenggaraan Pesantren</li> <li>7. UU Tahun 2005 No 14 tentang Guru dan Dosen</li> <li>8. Peraturan Pemerintah no 48 Tahun 2008 tentang pendanaan pendidikan</li> <li>9. Peraturan Pemerintah no 19 tahun 2017 Tentang Guru</li> <li>10. Permendiknas no 24 2007 tentang fasilitas Pendidikan</li> <li>11. KEPUTUSAN KEPALA BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI NOMOR 008/H/KR/2022 TENTANG CAPAIAN PEMBELAJARAN PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH PADA KURIKULUM MERDEKA</li> <li>12. Troudi, S. (Ed.). 2020. Critical issues in teaching english and language education: International research perspectives. Springer Nature.</li> <li>13. Crandall, J.J. &amp; Bailey, K.M. eds., 2018. Global perspectives on language education policies. New York: Routledge.</li> <li>14. STANDAR PROSES_PERMENDIKBUDRISTEK No 16_2022</li> </ol>
	<b>Pendukung :</b>

	<ol style="list-style-type: none"> <li>Savitri, W., &amp; Munir, A. (2022). The use of Xreading books &amp; audios for extensive reading program. In Innovation on Education and Social Sciences (pp. 42-48). Routledge. <a href="https://www.taylorfrancis.com/chapters/oa-edit/10.1201/9781003265061-6/use-xreading-books-audios-extensive-reading-program-savitri-munir">https://www.taylorfrancis.com/chapters/oa-edit/10.1201/9781003265061-6/use-xreading-books-audios-extensive-reading-program-savitri-munir</a></li> <li>Rojabi, A. R., Setiawan, S., Munir, A., Purwati, O., Safriyani, R., Hayuningtyas, N., . . . Amumpuni, R. S. (2022). Kahoot, is it fun or unfun? Gamifying vocabulary learning to boost exam scores, engagement, and motivation [Original Research]. <i>Frontiers in Education</i>, 7, 1-11. <a href="https://doi.org/10.3389/educ.2022.939884">https://doi.org/10.3389/educ.2022.939884</a></li> <li>Munir, A. (2022, 18 May 2023). English Teachers' Personal Practical Theory During Pandemic. <i>Advances in Social Science, Education and Humanities Research Proceedings of the 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIA TEFL 2022)</i>, Malang, Indonesia.</li> </ol>						
<b>Dosen Pengampu</b>	Wiwiet Eva Savitri, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Ahmad Munir, S.Pd., M.Ed., Ph.D. Rahayu Kuswardani, S.Pd., M.AppL. Asrori, S.S., M.Pd. Silfia Asningtias, S.Pd., M.TESOL. Abdur Rosyid, S.Pd., M.TESOL. Dr. Muhaimin Abdullah, S.Pd., M.Pd.						
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 & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To explain reasons and legal basis of current education issues and policies	By the end of this session, students will be able to describe current education issues and policies	<b>Kriteria:</b> 1. Giving definition of issues and policies accurately score 50 2. Giving examples of issues and policies accurately score 50  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja	Reading Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan and Troudi, S. (Ed.). 2020. <i>Critical issues in teaching english and language education: International research perspectives.</i> Springer Nature. 2 X 50		<b>Materi:</b> 8 Standar Nasional Pendidikan <b>Pustaka:</b> <i>Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.</i>  <b>Materi:</b> Contoh-contoh issues dalam daftar isi <b>Pustaka:</b> <i>Troudi, S. (Ed.). 2020. Critical issues in teaching english and language education: International research perspectives.</i> Springer Nature.  <b>Materi:</b> Contoh-contoh policy dalam daftar isi buku <b>Pustaka:</b> <i>Crandall, J.J. &amp; Bailey, K.M. eds., 2018. Global perspectives on language education policies.</i> New York: Routledge.	2%
2	To describe education system in Indonesia run by two ministries	By the end of this session, students will be able to describe education system in Indonesia	<b>Kriteria:</b> Giving description of education system in Indonesia accurately will get 100  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Reading Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan 2 X 50		<b>Materi:</b> Jenis-jenis pendidikan di Indonesia <b>Pustaka:</b> <i>Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.</i>	3%
3	To explain graduation standard in Indonesia	By the end of this session, students will be able to explain graduation standard among different categories of students	<b>Kriteria:</b> Listing graduation standard for formal, non formal, informal, normal and special education score 100  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Reading Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan 2 X 50		<b>Materi:</b> Standar kompetensi lulusan <b>Pustaka:</b> <i>Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.</i>	2%
4	To explain graduation standard in Indonesia for Students with special needs	To explain graduation standard in Indonesia for Students' with special needs	<b>Kriteria:</b> Describing graduation standards for students with special education accurately get 100 points  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Reading the peraturan pemerintah and listing graduation standard for students with special needs 2 X 50		<b>Materi:</b> SKL untuk SLB <b>Pustaka:</b> <i>Mendikbud RI. 2020. Kepmendikbud Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus.</i>	3%

5	To explain the position of pesantren in Indonesian education system and the government support for students with disability	to explain the position of pesantren in Indonesian education system and the government support for students with disability	<b>Kriteria:</b> Explaining the position of pesantren and government support for disability student accurately will get 100  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif	Reading, listing graduation standard, discussion 2 X 50	<b>Materi:</b> Macam-macam pesantren dan pengakuan lulusannya <b>Pustaka:</b> Menag. 2020. Permen PMA no 30 Tahun 2020 Tentang Pendirian dan Penyelenggaraan Pesantren  <b>Materi:</b> Bentuk-bentuk dukungan pemerintah kepada anak disabilitas <b>Pustaka:</b> MenPPA. 2017. Permen PPPA no 4 Tahun 2017 tentang Perlindungan Khusus bagi anak penyandang disabilitas	5%
6	To describe content standard	By the end of this session, students will be able to describe content standard for English subject in Indonesia	<b>Kriteria:</b> Giving description of content standards for English for PS, JHS, SHS accurately will get 100 points  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif	Reading legal document of Standar Nasional Pendidikan Indonesia dan SK Kepada BSKAP about Kurikulum Merdeka 2 X 50	<b>Materi:</b> Definisi Standar Isi <b>Pustaka:</b> Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.  <b>Materi:</b> Deskripsi lulusan SD, SMP, SMA, PT <b>Pustaka:</b> Presiden Republik Indonesia. 2012. Peraturan Presiden RI Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI)  <b>Materi:</b> Deskripsi Fase A-F umum dan Lanjut <b>Pustaka:</b> KEPUTUSAN KEPALA BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI NOMOR 008/H/KR/2022 TENTANG CAPAIAN PEMBELAJARAN PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH PADA KURIKULUM MERDEKA	5%
7	To brainstorm issues that might be possible about the topics discussed in Meetings 1-6	To brainstorm issues that might be possible about the topics discussed in Meetings 1-6	<b>Kriteria:</b> Producing list of issues at least 4 will get 100 points  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	Brainstorming in small group Orientation to the problem Organising the learning (of problem) 2 X 50	<b>Materi:</b> Examples of Issues <b>Pustaka:</b> Troudi, S. (Ed.). 2020. Critical issues in teaching english and language education: International research perspectives. Springer Nature.	5%

8	To brainstorm issues that might be possible about the topics discussed in Meetings 1-6	To answer the essay writing task on issues discussed in meetings 1-6	<b>Kriteria:</b> 1.Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references 2.Contents (50%): The issues raised refer to one of the 6 listed above, explicitly stated, supported by evidence (in any forms), offering solution to the issues 3..Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors  <b>Bentuk Penilaian :</b> Tes	Essay writing test 2 X 50		<b>Materi:</b> Contoh esai tentang issues <b>Pustaka:</b> <i>Troudi, S. (Ed.). 2020. Critical issues in teaching english and language education: International research perspectives. Springer Nature.</i>	20%
9	to explain policies related to learning processes	By the end of this session, students will be able to explain policies related to learning processes	<b>Kriteria:</b> Listing process standard in full will get 100 points  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Reading legal document and discussion Individual and group investigation 2 X 50		<b>Materi:</b> Standar proses untuk semua level pendidikan <b>Pustaka:</b> <i>STANDAR PROSES_PERMENDIKBUDRISTEK No 16_2022</i>	2%
10	to explain learning facilities standard	By the end of this session, students will be able to explain learning facilities standard	<b>Kriteria:</b> Listing distinctive facilities standard for different level of education accurately will get 100 points  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Reading, discussion Development and presentation of the results of problem solving 2 X 50		<b>Materi:</b> Fasilitas wajib pembeda level pendidikan <b>Pustaka:</b> <i>Permendiknas no 24 2007 tentang fasilitas Pendidikan</i>	3%

11	to explain issues of ICT in education	By the end of this session, students will be able to explain ICT in education	<p><b>Kriteria:</b> Explaining ICT requirement in different levels of education accurately will get 100 points</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	Development and presentation of the results of problem solving 2 X 50	<p><b>Materi:</b> Contoh masalah ICT di daerah tertinggal <b>Pustaka:</b> Azis, Munawir. 2016. <i>Inspirasi Pendidik di Perbatasan menghadirkan teknologi Informasi, berjuang melampaui Keterbatasan.</i> Jakarta: Pustekom Kemdikbud</p> <p><b>Materi:</b> Contoh penggunaan ICT/Kahoot <b>Pustaka:</b> Rojabi, A. R., Setiawan, S., Munir, A., Purwati, O., Safriyani, R., Hayuningtyas, N., . . . Amumpuni, R. S. (2022). Kahoot, is it fun or unfun? Gamifying vocabulary learning to boost exam scores, engagement, and motivation [Original Research]. <i>Frontiers in Education</i>, 7, 1-11. <a href="https://doi.org/...">https://doi.org/...</a></p> <p><b>Materi:</b> Contoh masalah penggunaan ICT yg tidak maksimal <b>Pustaka:</b> Savitri, W., &amp; Munir, A. (2022). <i>The use of Xreading books &amp; audios for extensive reading program. In Innovation on Education and Social Sciences (pp. 42-48).</i> Routledge. <a href="https://www.taylorfrancis.com/...">https://www.taylorfrancis.com/...</a></p> <p><b>Materi:</b> Contoh guru yang punya potensi mengatasi masalah ICT <b>Pustaka:</b> Munir, A. (2022, 18 May 2023). <i>English Teachers' Personal Practical Theory During Pandemic.</i> <i>Advances in Social Science, Education and Humanities Research Proceedings of the 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIAEFL 2022)</i>, Malang, Indonesia.</p>	2%
12	to describe teachers' qualification standard	By the end of this session, students will be able to describe teachers' qualification standard	<p><b>Kriteria:</b> Giving English teachers' qualification standard accurately will get 100 points</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Reading legal documents Development and presentation of the results of problem solving 2 X 50	<p><b>Materi:</b> 4 standar kompetensi Guru <b>Pustaka:</b> UU Tahun 2005 No 14 tentang Guru dan Dosen</p> <p><b>Materi:</b> Standar ke 5 kompetensi guru <b>Pustaka:</b> Peraturan Pemerintah no 19 tahun 2017 Tentang Guru</p>	3%
13	To describe teachers' professional development	By the end of this session, students will be able to describe teachers' professional development	<p><b>Kriteria:</b> Listing at least 4 examples of professional development activities will get 100 points</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Development and presentation of the results of problem solving 2 X 50	<p><b>Materi:</b> standar pengembangan profesi <b>Pustaka:</b> Peraturan Pemerintah no 19 tahun 2017 Tentang Guru</p>	5%
14	to describe education management and financial standard	By the end of this session, students will be able to describe education management and financial standard	<p><b>Kriteria:</b> Giving description of education management and financial standard accurately will get 100 points</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lecture, discussion, assignment Development and presentation of the results of problem solving 2 X 50	<p><b>Materi:</b> Siapa yang mendanai sekolah <b>Pustaka:</b> Peraturan Pemerintah no 48 Tahun 2008 tentang pendanaan pendidikan</p>	5%

15	to summarize issues and policies in Indonesian education	<ul style="list-style-type: none"> <li>To argue for an issue that really exists and is worthy of consideration, demanding public attention as well as solution.</li> </ul>	<b>Kriteria:</b> 1.Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references 2.Contents (50%): The issues raised refer to one of the 6 listed above, explicitly stated, supported by evidence (in any forms), offering solution to the issues 3.Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors  <b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja	Development and presentation of the results of problem solving Analysis and evaluation of problem solving process 2 X 50	<b>Materi:</b> contoh esai tentang issues and policies <b>Pustaka:</b> <i>Crandall, J.J. &amp; Bailey, K.M. eds., 2018. Global perspectives on language education policies. New York: Routledge.</i>	5%
16	to argue for an issue or some issues worth considering about one or some of the following topics in our meeting 9-15	Your essay should convince the readers that the issue(s) you raise in the essay really exists as supported by anecdotal, empirical evidence as well as academic justification. You also need to suggest solutions to the issue(s) when applicable. Please write in about 1,500 words.	<b>Kriteria:</b> 1.Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references 2.Contents (50%): The issues raised refer to one or some of the 6 listed above, explicitly stated, supported by evidence (in any forms), offering solution to the issues when possible. 3.Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors  <b>Bentuk Penilaian :</b> Tes	Written test	<b>Materi:</b> contoh issues <b>Pustaka:</b> <i>Troudi, S. (Ed.). 2020. Critical issues in teaching english and language education: International research perspectives. Springer Nature.</i>  <b>Materi:</b> contoh policies <b>Pustaka:</b> <i>Crandall, J.J. &amp; Bailey, K.M. eds., 2018. Global perspectives on language education policies. New York: Routledge.</i>	30%

**Rekap Persentase Evaluasi : Case Study**

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	37%
2.	Penilaian Hasil Project / Penilaian Produk	7%
3.	Praktik / Unjuk Kerja	6%
4.	Tes	50%
		100%

#### 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-CPMK 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. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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.