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**Supporters:**

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2. 11. Kemdikbud. 2018. Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018 Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar Dan Pendidikan Menengah
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4. 13. Daryanto. 2013. Menyusun Modul: Bahan Ajar Untuk Persiapan Guru Mengajar.Yogyakarta: Penerbit Gava Media
5. 14. Prastowo, Andi. 2015. Panduan Kreatif Membuat Bahan ajar Inovatif. Yogyakarta: Diva Press

**Supporting lecturer** Dr. Trisakti, M.Si.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the essence of Learning Planning	1.1. Explain the meaning, principles, characteristics. Learning planning. 2.2. Explain the benefits, functions, criteria for learning planning. 3.3. Explain the preparation and approach to the learning planning system.	<b>Criteria:</b> Criteria: - Accuracy in explaining the meaning, principles, characteristics, learning planning - Accuracy in explaining the benefits, functions, criteria for learning planning - Accuracy in explaining the preparation and system of learning planning Form: - Question and answer - Assignment  <b>Form of Assessment :</b> Participatory Activities, Tests	Problem based learning (Lecture, Question and Answer, Discussion) 2 X 50	Problem based learning (Lecture, Question and Answer, Discussion) 2x50	<b>Material:</b> The Essence of Learning Planning <b>References:</b> 2. Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra.  <b>Material:</b> The Essence of Learning Planning <b>References:</b> 7. Drs. Wina Sanjaya, M.Pd. 2008. Learning System Planning and Design. Jakarta: Kencana  <b>Material:</b> The Essence of Learning Planning <b>Reference:</b> 10. Abdul Majid. 2005. Learning Planning Develops Teacher Competency Standards. Bandung: PT Teen Rosdakarya	4%

2	Understand the essence of Learning Planning	<p>1.1. Explain the meaning, principles, characteristics. Learning planning.</p> <p>2.2. Explain the benefits, functions, criteria for learning planning.</p> <p>3.3. Explain the preparation and approach to the learning planning system.</p>	<p><b>Criteria:</b> Criteria: - Accuracy in explaining the meaning, principles, characteristics, learning planning - Accuracy in explaining the benefits, functions, criteria for learning planning in explaining the preparation and system of learning planning Form: - Question and answer - Assignment</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning (Lecture, Question and Answer, Discussion) 2 X 50	Problem based learning (Lecture, Question and Answer, Discussion) 2x50	<p><b>Material:</b> Learning planning principles</p> <p><b>References:</b> 2. <i>Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra.</i></p> <hr/> <p><b>Material:</b> The essence of learning planning</p> <p><b>Reference:</b> 7. <i>Drs. Wina Sanjaya, M.Pd. 2008. Learning System Planning and Design. Jakarta: Kencana</i></p> <hr/> <p><b>Material:</b> The Essence of Learning Planning</p> <p><b>Reference:</b> 10. <i>Abdul Majid. 2005. Learning Planning Develops Teacher Competency Standards. Bandung: PT Teen Rosdakarya</i></p>	2%
3	Develop planning programs	<p>1.1. Explain the meaning of learning implementation plans/teaching modules</p> <p>2.2. Identify the components of the learning implementation plan</p>	<p><b>Criteria:</b> Criteria: - Accuracy in explaining the meaning of the learning implementation plan/teaching module - Accuracy in identifying the components of the RPP/teaching module</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Study: Lecture, Question and Answer, Discussion 2 X 50	Case Study: Lecture, Question and Answer, Discussion 2x50	<p><b>Material:</b> Learning plan components</p> <p><b>References:</b> 2. <i>Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra.</i></p> <hr/> <p><b>Material:</b> Learning plan components</p> <p><b>References:</b> 8. <i>Prof. Dr. Oemar Hamalik. 2008. Teaching Planning Based on a Systems Approach. Jakarta: PT. Literary Earth</i></p>	4%

4	Develop planning programs	<p>1.1. Explain the meaning of learning implementation plans/teaching modules</p> <p>2.2. Identify the components of the learning implementation plan</p>	<p><b>Criteria:</b> Criteria: - Accuracy in explaining the meaning of the learning implementation plan/teaching module - Accuracy in identifying the components of the RPP/teaching module</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Case Study: Lecture, Question and Answer, Discussion 2 X 50</p>	<p>Case Study: Lecture, Question and Answer, Discussion 2x50</p>	<p><b>Material:</b> Learning plan components <b>References:</b> 7. Drs. Wina Sanjaya, M.Pd. 2008. <i>Learning System Planning and Design</i>. Jakarta: Kencana</p> <hr/> <p><b>Material:</b> Learning plan components <b>References:</b> 10. Abdul Majid. 2005. <i>Learning Planning Develops Teacher Competency Standards</i>. Bandung: PT Teen Rosdakarya</p>	5%
5	Develop competency-based learning	1. Prepare a lesson plan and its completeness	<p><b>Criteria:</b> Criteria: - Accuracy in formulating learning objectives - Accuracy in the formulation of teaching materials - Accuracy in the formulation of learning steps - Accuracy in the formulation of learning evaluations Form: Assignments and attendance</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: Project based learning</p> <p>Assignment: Individuals Prepare lesson plans for the 2 X 50 Arts and Culture competency</p>	<p>Method: Project based learning</p> <p>Assignment: Individuals Prepare lesson plans for the Arts and Culture competency 2x50</p>	<p><b>Material:</b> learning implementation plan <b>Reference:</b> 10. Abdul Majid. 2005. <i>Learning Planning Develops Teacher Competency Standards</i>. Bandung: PT Teen Rosdakarya</p> <hr/> <p><b>Material:</b> learning implementation plan <b>Reference:</b> 10. Abdul Majid. 2005. <i>Learning Planning Develops Teacher Competency Standards</i>. Bandung: PT Teen Rosdakarya</p>	2%
6	Develop competency-based learning	1. Prepare a lesson plan and its completeness	<p><b>Criteria:</b> Criteria: - Accuracy in formulating learning objectives - Accuracy in the formulation of teaching materials - Accuracy in the formulation of learning steps - Accuracy in the formulation of learning evaluations Form: Assignments and attendance</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: Case Study</p> <p>Assignment: Individuals Prepare lesson plans for the 2 X 50 Arts and Culture competency</p>	<p>Method: Case Study</p> <p>Assignment: Individuals Prepare lesson plans for the Arts and Culture competency 2x50</p>	<p><b>Material:</b> learning implementation plan <b>Reference:</b> 10. Abdul Majid. 2005. <i>Learning Planning Develops Teacher Competency Standards</i>. Bandung: PT Teen Rosdakarya</p> <hr/> <p><b>Material:</b> learning implementation plan <b>Reference:</b> 10. Abdul Majid. 2005. <i>Learning Planning Develops Teacher Competency Standards</i>. Bandung: PT Teen Rosdakarya</p>	2%

7	Develop competency-based learning	1. Prepare a lesson plan and its completeness	<p><b>Criteria:</b> Criteria: - Accuracy in formulating learning objectives - Accuracy in the formulation of teaching materials - Accuracy in the formulation of learning steps - Accuracy in the formulation of learning evaluations Form: Assignments and attendance</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Method: Case Study</p> <p>Assignment: Individuals Prepare lesson plans for the 2 X 50 Arts and Culture competency</p>	<p>Method: Case Study</p> <p>Assignment: Individuals Prepare lesson plans for the Arts and Culture competency 2x50</p>	<p><b>Material:</b> learning implementation plan <b>Reference:</b> 10. Abdul Majid. 2005. <i>Learning Planning Develops Teacher Competency Standards</i>. Bandung: PT Teen Rosdakarya</p> <hr/> <p><b>Material:</b> learning implementation plan <b>Reference:</b> 10. Abdul Majid. 2005. <i>Learning Planning Develops Teacher Competency Standards</i>. Bandung: PT Teen Rosdakarya</p>	8%
8	UTS		<p><b>Criteria:</b> - Accuracy in formulating learning objectives - Accuracy in formulating teaching materials - Accuracy in formulating learning steps - Accuracy in formulating learning evaluations</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Written test 2 X 50	Written test 2x50	<p><b>Material:</b> Learning Implementation Plan <b>Literature:</b> 2. Jaya, Farida. 2019. <i>Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra</i>.</p> <hr/> <p><b>Material:</b> Learning Implementation Plan <b>Reference:</b> 7. Drs. Wina Sanjaya, M.Pd. 2008. <i>Learning System Planning and Design</i>. Jakarta: Kencana</p> <hr/> <p><b>Material:</b> Learning Implementation Plan <b>Library:</b> 8. Prof. Dr. Oemar Hamalik. 2008. <i>Teaching Planning Based on a Systems Approach</i>. Jakarta: PT. Literary Earth</p>	20%

9	Preparing Teaching Modules (MA) Arts and Culture	Developing steps for a scientific approach in learning tools with a 21st century approach, Literacy and PPK	<b>Form of Assessment :</b> Participatory Activities	Case Study  Assignment: Individuals Develop Teaching Modules on Arts and Culture 2 X 50 competencies	Case Study  Assignment: Individual Develops Teaching Module on Arts and Culture competency 2x50	<p><b>Material:</b> Teaching Module <b>Library:</b> 14. Prastowo, Andi. 2015. <i>Creative Guide to Creating Innovative Teaching Materials</i>. Yogyakarta: Diva Press</p> <hr/> <p><b>Material:</b> Developing teaching modules <b>References:</b> 1. Abbie H. Brown, and Timothy D. Green, 2016. <i>The Essentials of Instructional Design: : connecting fundamental principles with process and practice</i>. New York: Routledge</p> <hr/> <p><b>Material:</b> Learning planning <b>References:</b> 4. Savage, Jonathan. 2015. <i>Lesson Planning Key Concepts and Skills for Teachers</i>. London: Routledge</p> <hr/> <p><b>Material:</b> Portfolio development <b>References:</b> 6. Arends, Richard I. (2004). <i>Guide to Field Experiences and Portfolio Development: to accompany ;learning to teach</i></p>	1%
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10	Preparing Teaching Modules (MA) Arts and Culture	Developing steps for a scientific approach in learning tools with a 21st century approach, Literacy and PPK	<b>Form of Assessment :</b> Participatory Activities	Project based learning  Assignment: Individual Develops Teaching Module on Arts and Culture competency 2 X 50	Project based learning  Assignment: Individual Develops Teaching Module on Arts and Culture competency 2x50	<p><b>Material:</b> Teaching Module <b>Library:</b> 14. Prastowo, Andi. 2015. <i>Creative Guide to Creating Innovative Teaching Materials</i>. Yogyakarta: Diva Press</p> <hr/> <p><b>Material:</b> Developing teaching modules <b>References:</b> 1. Abbie H. Brown, and Timothy D. Green, 2016. <i>The Essentials of Instructional Design: : connecting fundamental principles with process and practice</i>. New York: Routledge</p> <hr/> <p><b>Material:</b> Learning planning <b>References:</b> 4. Savage, Jonathan. 2015. <i>Lesson Planning Key Concepts and Skills for Teachers</i>. London: Routledge</p> <hr/> <p><b>Material:</b> Portfolio development <b>References:</b> 6. Arends, Richard I. (2004). <i>Guide to Field Experiences ad Portfolio Development: to accompany ;learning to teach</i></p>	1%
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11	Preparing Teaching Modules (MA) Arts and Culture	Prepare teaching modules and their completeness	<p><b>Criteria:</b> Criteria: - Accuracy in formulating learning objectives - Accuracy in compiling ATP - Accuracy in formulating learning steps - Accuracy in formulating learning evaluation Form: Assignment and attendance</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Project based learning  Assignment: Individual Develops Teaching Module on Arts and Culture competency 2 X 50	Project based learning  Assignment: Individual Develops Teaching Module on Arts and Culture competency 2x50	<p><b>Material:</b> Teaching Module <b>Library:</b> 14. Prastowo, Andi. 2015. <i>Creative Guide to Creating Innovative Teaching Materials</i>. Yogyakarta: Diva Press</p> <hr/> <p><b>Material:</b> Developing teaching modules <b>References:</b> 1. Abbie H. Brown, and Timothy D. Green, 2016. <i>The Essentials of Instructional Design: : connecting fundamental principles with process and practice</i>. New York: Routledge</p> <hr/> <p><b>Material:</b> Learning planning <b>References:</b> 4. Savage, Jonathan. 2015. <i>Lesson Planning Key Concepts and Skills for Teachers</i>. London: Routledge</p> <hr/> <p><b>Material:</b> Portfolio development <b>References:</b> 6. Arends, Richard I. (2004). <i>Guide to Field Experiences ad Portfolio Development: to accompany ;learning to teach</i></p>	2%
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12	Preparing Teaching Modules (MA) Arts and Culture	Prepare teaching modules and their completeness	<p><b>Criteria:</b> Criteria: - Accuracy in formulating learning objectives - Accuracy in compiling ATP - Accuracy in formulating learning steps - Accuracy in formulating learning evaluation Form: Assignment and attendance</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project based learning  Assignment: Individual Develops Teaching Module on Arts and Culture competency 2 X 50	Project based learning  Assignment: Individual Develops Teaching Module on Arts and Culture competency 2x50	<p><b>Material:</b> Teaching Module <b>Library:</b> 14. Prastowo, Andi. 2015. <i>Creative Guide to Creating Innovative Teaching Materials</i>. Yogyakarta: Diva Press</p> <hr/> <p><b>Material:</b> Developing teaching modules <b>References:</b> 1. Abbie H. Brown, and Timothy D. Green, 2016. <i>The Essentials of Instructional Design: : connecting fundamental principles with process and practice</i>. New York: Routledge</p> <hr/> <p><b>Material:</b> Learning planning <b>References:</b> 4. Savage, Jonathan. 2015. <i>Lesson Planning Key Concepts and Skills for Teachers</i>. London: Routledge</p> <hr/> <p><b>Material:</b> Portfolio development <b>References:</b> 6. Arends, Richard I. (2004). <i>Guide to Field Experiences ad Portfolio Development: to accompany ;learning to teach</i></p>	10%
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13	Reflect on the learning implementation plans/teaching modules prepared	<p>1.1. Able to identify the advantages of the RPP/teaching module that has been prepared</p> <p>2.2. Able to identify weaknesses in the RPP/teaching module that has been prepared</p> <p>3.3. Able to make improvements to lesson plans/teaching modules based on the results of reflection</p>	<p><b>Criteria:</b> Criteria: - Clarity in identifying the strengths of the teaching module/RPP - Clarity in identifying the weaknesses of the teaching module/RPP in the formulation of learning steps - Accuracy in the plan for improving the teaching module Form: Assignment and presentation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: Project based learning</p> <p>Assignment: Group: Identify the strengths and weaknesses of the RPP that has been prepared, then make improvements to the RPP/teaching module 2 X 50</p>	<p>Method: Project based learning</p> <p>Assignment: Group: Identify the strengths and weaknesses of the RPP that has been prepared, then make improvements to the RPP/teaching module 2x50</p>	<p><b>Material:</b> The essence of planning <b>References:</b> 1. <i>Abbie H. Brown, and Timothy D. Green, 2016. The Essentials of Instructional Design: : connecting fundamental principles with process and practice. New York: Routladge</i></p> <hr/> <p><b>Material:</b> The essence of planning <b>References:</b> 2. <i>Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra.</i></p> <hr/> <p><b>Material:</b> Development of learning planning <b>References:</b> 7. <i>Drs. Wina Sanjaya, M.Pd. 2008. Learning System Planning and Design. Jakarta: Kencana</i></p> <hr/> <p><b>Material:</b> Learning implementation plan <b>References:</b> 8. <i>Prof. Dr. Oemar Hamalik. 2008. Teaching Planning Based on a Systems Approach. Jakarta: PT. Literary Earth</i></p>	2%
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14	Reflect on the learning implementation plans/teaching modules prepared	<p>1.1. Able to identify the advantages of the RPP/teaching module that has been prepared</p> <p>2.2. Able to identify weaknesses in the RPP/teaching module that has been prepared</p> <p>3.3. Able to make improvements to lesson plans/teaching modules based on the results of reflection</p>	<p><b>Criteria:</b> Criteria: - Clarity in identifying the strengths of the teaching module/RPP - Clarity in identifying the weaknesses of the teaching module/RPP in the formulation of learning steps - Accuracy in the plan for improving the teaching module Form: Assignment and presentation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Method: Project based learning</p> <p>Assignment: Group: Identify the strengths and weaknesses of the RPP that has been prepared, then make improvements to the RPP/teaching module 2 X 50</p>	<p>Method: Project based learning 2x50</p>	<p><b>Material:</b> The essence of planning <b>References:</b> 1. Abbie H. Brown, and Timothy D. Green, 2016. <i>The Essentials of Instructional Design: : connecting fundamental principles with process and practice.</i> New York: Routladge</p> <hr/> <p><b>Material:</b> The essence of planning <b>References:</b> 2. Jaya, Farida. 2019. <i>Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra.</i></p> <hr/> <p><b>Material:</b> Development of learning planning <b>References:</b> 7. Drs. Wina Sanjaya, M.Pd. 2008. <i>Learning System Planning and Design.</i> Jakarta: Kencana</p> <hr/> <p><b>Material:</b> Learning implementation plan <b>References:</b> 8. Prof. Dr. Oemar Hamalik. 2008. <i>Teaching Planning Based on a Systems Approach.</i> Jakarta: PT. Literary Earth</p>	2%
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15	Reflect on the learning implementation plans/teaching modules prepared	<p>1.1. Able to identify the advantages of the RPP/teaching module that has been prepared</p> <p>2.2. Able to identify weaknesses in the RPP/teaching module that has been prepared</p> <p>3.3. Able to make improvements to lesson plans/teaching modules based on the results of reflection</p>	<p><b>Criteria:</b> Criteria: - Clarity in identifying the strengths of the teaching module/RPP - Clarity in identifying the weaknesses of the teaching module/RPP in the formulation of learning steps - Accuracy in the plan for improving the teaching module Form: Assignment and presentation</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Method: Project based learning</p> <p>Assignment: Group: Identify the strengths and weaknesses of the RPP that has been prepared, then make improvements to the RPP/teaching module 2 X 50</p>	<p>Method: Project based learning</p> <p>Assignment: Group: Identify the strengths and weaknesses of the RPP that has been prepared, then make improvements to the RPP/teaching module 2x50</p>	<p><b>Material:</b> The essence of planning <b>References:</b> 1. <i>Abbie H. Brown, and Timothy D. Green, 2016. The Essentials of Instructional Design: : connecting fundamental principles with process and practice. New York: Routledge</i></p> <hr/> <p><b>Material:</b> The essence of planning <b>References:</b> 2. <i>Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra.</i></p> <hr/> <p><b>Material:</b> Development of learning planning <b>References:</b> 7. <i>Drs. Wina Sanjaya, M.Pd. 2008. Learning System Planning and Design. Jakarta: Kencana</i></p> <hr/> <p><b>Material:</b> Learning implementation plan <b>References:</b> 8. <i>Prof. Dr. Oemar Hamalik. 2008. Teaching Planning Based on a Systems Approach. Jakarta: PT. Literary Earth</i></p>	5%
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16	UAS		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project based learning  Assignment: Individual: compose teaching modules		<b>Material:</b> Learning Planning <b>References: 1.</b> <i>Abbie H. Brown, and Timothy D. Green, 2016. The Essentials of Instructional Design: : connecting fundamental principles with process and practice. New York: Routladge</i> <hr/> <b>Material:</b> Learning Planning <b>References: 2.</b> <i>Jaya, Farida. 2019. Learning Planning, Faculty of Tarbiyah and Teacher Training, UIN North Sumatra.</i> <hr/> <b>Material:</b> Learning Planning <b>References: 4.</b> <i>Savage, Jonathan. 2015. Lesson Planning Key Concepts and Skills for Teachers. London: Routledge</i>	30%
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**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	18%
2.	Project Results Assessment / Product Assessment	80%
3.	Test	2%
		100%

**Notes**

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** 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. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** abilities in the process and 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 measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms 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 which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**

