



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program Drama Arts, Dance and Music
Education

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
School Curriculum	8820902528	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	Prof. Dr. Hj. Warih Handayani, M.Pd		Dr. Setyo Yanuartuti, M.Si		Dr. Welly Suryandoko, S.Pd., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																						
	Program Objectives (PO)																																																																																																																						
	PO - 1	Master and analyze theoretical concepts of curriculum, roles and functions, the basis for implementing curriculum development																																																																																																																					
	PO - 2	Examining the history of curriculum in Indonesia																																																																																																																					
	PO - 3	Analyzing the KTSP and 2013 curriculum in Arts and Culture subjects including SKL analysis, KI-KD, and material mapping																																																																																																																					
	PO - 4	Analyzing the implementation of the KTSP and 2013 curriculum and special conditions curriculum in Arts and Culture subjects																																																																																																																					
	PO - 5	Have a responsible attitude towards your own and group learning performance																																																																																																																					
	PLO-PO Matrix																																																																																																																						
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																							
	<table border="1" style="margin: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																
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Short Course Description	This course examines curriculum concepts and school curriculum development including: curriculum concepts (understanding, function, foundation, principles, components), History of Curriculum development in Indonesia, Curriculum for Arts and Culture Education (2013, Merdeka Curriculum); concept, document, implementation
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References	Main :
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<ol style="list-style-type: none"> Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (terjmh. Endah Sulistyowati). Jakarta: Permata Puri Media Hamalik, Oemar. 2016. Dasar-dasar pengembangan Kurikulum. Bandung: Remaja Rosdakarya Hidayat, Sholeh. 2015. Pengembangan Kurikulum Baru. Bandung: Remaja Rosdakarya Mulyasa, H.E, 2016. Pengembangan dan Implementasi Kurikulum 2013. Bandung: Remaja Rosdakarya Mulyasa. H.E, 2018. Implementasi Kurikulum 2013 Revisi. Jakarta: Bumi Aksara 							
Supporters:							
<ol style="list-style-type: none"> Arifin, 2017. Konsep dan Model Pengembangan Kurikulum. Bandung: Remaja Rosdakarya Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Pendidikan dan Kebudayaan Republik Indonesia. 2016. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 20 tahun 2016 Tentang Standar Kelulusan Pendidikan Dasar dan Menengah. Jakarta: Kemdikbud Pendidikan dan Kebudayaan Republik Indonesia. 2016. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 21 tahun 2016 Tentang Standar Isi Pendidikan Dasar dan Menengah. Jakarta: Kemdikbud Pendidikan dan Kebudayaan Republik Indonesia. 2016. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 23 tahun 2016 Tentang Standar Penilaian Pendidikan. Jakarta: Kemdikbud Pendidikan dan Kebudayaan Republik Indonesia. 2016. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 tahun 2016 Tentang Kompetensi Isi dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 Pendidikan Dasar dan Menengah. Jakarta: Kemdikbud Pendidikan dan Kebudayaan Republik Indonesia. 2018. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 37 tahun 2018 Tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan No 24 tahun 2016. Tentang Kompetensi Isi dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 Pendidikan Dasar dan Menengah. Jakarta: Kemdikbud Pendidikan dan Kebudayaan Republik Indonesia. 2020. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 719/P/ 2016 tentang Pedoman Pelaksanaan Kurikulum pada Satuan Pendidikan dalam kondisi khusus. Jakarta: kemdikbud 							
Supporting lecturer							
Prof. Dr. Hj. Warih Handayaningrum, M.Pd. Dr. Subianto Karoso, M.Kes. Dra. Enie Wahyuning Handayani, M.Si. Dr. Setyo Yanuartuti, M.Si. Dr. Arif Hidajad, S.Sn., M.Pd. Dr. Indar Sabri, S.Sn., M.Pd. Raden Roro Maha Kalyana Mitta Anggoro, S.Pd., M.Pd.							
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	Students are able to analyze curriculum concepts	<ol style="list-style-type: none"> Able to explain the concept of curriculum as substance Able to explain the concept of curriculum as a system Able to explain the concept of curriculum as a field of study 	Criteria: <ol style="list-style-type: none"> Able to explain the concept of curriculum as substance Able to explain the concept of curriculum as a system Able to explain the concept of curriculum as a field of study Form of Assessment : Participatory Activities	Brainstorming, discussion 2 X 50		Material: Curriculum concept as substance References: Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media <hr/> Material: Curriculum concept as a system Reader: Hamalik, Oemar. 2016. Basics of Curriculum development. Bandung: Rosdakarya Youth <hr/> Material: Curriculum concept as a field of study Literature: Hidayat, Sholeh. 2015. New Curriculum Development. Bandung: Rosdakarya Youth	5%

2	Students are able to analyze the role and function of the curriculum,	<p>1. Able to analyze the role of the curriculum</p> <p>2. Able to analyze the function of the curriculum</p>	<p>Criteria:</p> <p>1. Able to analyze the role of the curriculum</p> <p>2. Able to analyze the function of the curriculum</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Questions and Answers, Discussions 2 X 50		<p>Material: The role of the curriculum</p> <p>References: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p> <hr/> <p>Material: Curriculum function</p> <p>Reader: <i>Hamalik, Oemar. 2016. Basics of Curriculum development. Bandung: Rosdakarya Youth</i></p>	5%
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3	Students are able to analyze the history of the Indonesian curriculum	<ol style="list-style-type: none"> 1. Able to analyze the curriculum before independence 2. Able to analyze the 1947 curriculum 3. Able to analyze the 1952 curriculum 4. Able to analyze the 1964 curriculum 5. Able to analyze the 1968 curriculum 6. Able to analyze the 1975 curriculum 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to analyze the curriculum before independence 2. Able to analyze the 1947 curriculum 3. Able to analyze the 1952 curriculum 4. Able to analyze the 1964 curriculum 5. Able to analyze the 1968 curriculum 6. Able to analyze the 1975 curriculum <p>Form of Assessment : Portfolio Assessment</p>	Lectures, Questions and Answers, Discussions 2 X 50		<p>Material: Pre-independence curriculum Reader: Schiro, Michael Stephen. 2017. <i>Curriculum Theory: Conflicting Visions and Enduring Concerns</i> (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</p> <hr/> <p>Material: 1947 Curriculum Reference: Hamalik, Oemar. 2016. <i>Basics of Curriculum development</i>. Bandung: Rosdakarya Youth</p> <hr/> <p>Material: 1952 Curriculum Literature: Hidayat, Sholeh. 2015. <i>New Curriculum Development</i>. Bandung: Rosdakarya Youth</p> <hr/> <p>Material: 1964 Curriculum Reference: Mulyasa, HE, 2016. <i>Development and Implementation of the 2013 Curriculum</i>. Bandung: Rosdakarya Youth</p> <hr/> <p>Material: 1968 Curriculum Library: Mulyasa. HE, 2018. <i>Implementation of the 2013 Revised Curriculum</i>. Jakarta: Bumi Literacy</p>	5%
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4	Students are able to analyze the history of the Indonesian curriculum	<ol style="list-style-type: none"> 1. Able to analyze the 1975 curriculum 2. Able to analyze the 1984 curriculum 3. Able to analyze the 1994-1999 curriculum 4. Able to analyze the 2004-2008 curriculum 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to analyze the 1975 curriculum 2. Able to analyze the 1984 curriculum 3. Able to analyze the 1994-1999 curriculum 4. Able to analyze the 2004-2008 curriculum <p>Form of Assessment : Participatory Activities</p>	- Lectures, Questions and Answers, Discussions 2 X 50		<p>Material: 1975 Curriculum Reference: Schiro, Michael Stephen. 2017. <i>Curriculum Theory: Conflicting Visions and Enduring Concerns</i> (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</p> <hr/> <p>Material: 1984 Curriculum Reference: Hamalik, Oemar. 2016. <i>Basics of Curriculum development</i>. Bandung: Rosdakarya Youth</p> <hr/> <p>Material: Curriculum 1994-1999 Literature: Hidayat, Sholeh. 2015. <i>New Curriculum Development</i>. Bandung: Rosdakarya Youth</p> <hr/> <p>Material: 2004-2008 Curriculum Reference: Mulyasa, HE, 2016. <i>Development and Implementation of the 2013 Curriculum</i>. Bandung: Rosdakarya Youth</p>	0%
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5	Students are capable of National Education Standards	<ol style="list-style-type: none"> 1. Able to analyze content standards 2. Able to analyze process standards 3. Able to analyze graduation standards 4. Able to analyze assessment standards 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to analyze content standards 2. Able to analyze process standards 3. Able to analyze graduation standards 4. Able to analyze assessment standards <p>Form of Assessment : Participatory Activities</p>	- Lectures, Questions and Answers, Discussions 2 X 50		<p>Material: Standard analysis Bibliography Content: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p> <hr/> <p>Material: Process standard analysis References: <i>Hamalik, Oemar. 2016. Basics of Curriculum development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: Analysis of graduation standards Reference: <i>Hidayat, Sholeh. 2015. New Curriculum Development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: Analysis of assessment standards References: <i>Mulyasa, HE, 2016. Development and Implementation of the 2013 Curriculum. Bandung: Rosdakarya Youth</i></p>	5%
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6	Students are capable of National Education Standards	<ol style="list-style-type: none"> 1. Able to analyze Facilities and Infrastructure standards 2. Able to analyze educational personnel standards 3. Able to analyze Management standards 4. Able to analyze financing standards 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to analyze Facilities and Infrastructure standards 2. Able to analyze educational personnel standards 3. Able to analyze Management standards 4. Able to analyze financing standards <p>Form of Assessment : Participatory Activities</p>	Lectures, Questions and Answers, Discussions, Presentations 2 X 50		<p>Material: Standard analysis of infrastructure and facilities. References: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p> <hr/> <p>Material: Standard analysis Educational Personnel Library: <i>Hamalik, Oemar. 2016. Basics of Curriculum development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: Analysis of Library Management standards : <i>Hidayat, Sholeh. 2015. New Curriculum Development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: Analysis of funding standards Literature: <i>Mulyasa, HE, 2016. Development and Implementation of the 2013 Curriculum. Bandung: Teen Rosdakarya</i></p>	5%
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7	Students are able to analyze the KTSP Curriculum	<ol style="list-style-type: none"> 1. Able to explain the structure of KTSP 2. Able to explain the components of KTSP 3. Able to analyze KTSP 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to explain the structure of KTSP 2. Able to explain the components of KTSP 3. Able to analyze KTSP <p>Form of Assessment : Participatory Activities</p>	Lectures, Questions and Answers, Discussions, Presentations 2 X 50		<p>Material: KTSP Structure Reader: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p> <hr/> <p>Material: KTSP Components Library: <i>Hamalik, Oemar. 2016. Basics of Curriculum development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: KTSP Analysis Library: <i>Hidayat, Sholeh. 2015. New Curriculum Development. Bandung: Rosdakarya Youth</i></p>	5%
8	Students are able to compile the KTSP Curriculum	Able to prepare KTSP	<p>Criteria: Able to prepare KTSP</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Questions and Answers, Discussions, Presentations 2 X 50		<p>Material: KTSP Composition Reader: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p>	5%
9	Understanding the SKL Concept and Curriculum Structure (K 2013 and K 2013 Revision)	Accuracy in arguing and answering questions	<p>Criteria: Accuracy in arguing and answering questions</p>	Written test 2 X 50		<p>Material: Curriculum materials Reader: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p>	0%

10	Students are able to analyze the 2013 Curriculum	<ol style="list-style-type: none"> 1. Able to analyze the characteristics of the 2013 curriculum 2. Able to analyze graduation standards 3. Able to analyze the structure of the primary and secondary school curriculum 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to analyze the characteristics of the 2013 curriculum 2. Able to analyze graduation standards 3. Able to analyze the structure of the primary and secondary school curriculum <p>Form of Assessment : Participatory Activities</p>	Lectures, Questions and Answers, Discussions, presentations 2 X 50		<p>Material: Analysis of the characteristics of the 2013 curriculum</p> <p>References: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p> <hr/> <p>Material: Analysis of graduation standards</p> <p>References: <i>Hamalik, Oemar. 2016. Basics of Curriculum development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: Analysis of the structure of the primary and secondary school curriculum.</p> <p>Reference: <i>Hidayat, Sholeh. 2015. New Curriculum Development. Bandung: Rosdakarya Youth</i></p>	5%
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11	Students are able to analyze the 2013 Curriculum	<p>1. Able to analyze SKL Arts and Culture lessons</p> <p>2. Able to analyze the Core Competencies of Arts and Culture</p> <p>3. Able to analyze Basic Arts and Culture Competencies</p>	<p>Criteria:</p> <p>1. Able to analyze SKL Arts and Culture lessons</p> <p>2. Able to analyze the Core Competencies of Arts and Culture</p> <p>3. Able to analyze Basic Arts and Culture Competencies</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lectures, Questions and Answers, Discussions, presentations 2 X 50		<p>Material: SKL analysis of Arts and Culture lessons</p> <p>Library: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p> <hr/> <p>Material: Analysis of Core Competency Arts and Culture</p> <p>Library: <i>Hamalik, Oemar. 2016. Basics of Curriculum development. Bandung: Rosdakarya Youth</i></p> <hr/> <p>Material: Basic Competency Analysis of Arts and Culture</p> <p>Library: <i>Hidayat, Sholeh. 2015. New Curriculum Development. Bandung: Rosdakarya Youth</i></p>	5%
12	Students are able to develop basic competencies in the form of indicators of arts and culture learning achievements	Able to develop 3 basic competencies in Cultural Arts learning achievement indicators	<p>Criteria: Able to develop 3 basic competencies in Cultural Arts learning achievement indicators</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lectures, Questions and Answers, Discussions, presentations 2 X 50		<p>Material: Development of basic competency 3 in indicators of learning achievement in Arts and Culture</p> <p>Library: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p>	5%

13	Students are able to develop basic competencies in the form of indicators of arts and culture learning achievements	Able to develop basic competency 4 in Cultural Arts learning achievement indicators	<p>Criteria: Able to develop basic competency 4 in Cultural Arts learning achievement indicators</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lectures, Questions and Answers, Discussions, presentations 2 X 50		<p>Material: Development of basic competency 4 in indicators of learning achievement in Arts and Culture</p> <p>Library: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p>	5%
14	Students are able to develop basic competencies in the form of indicators of arts and culture learning achievements	<p>1. Able to develop material mapping in arts and culture learning</p> <p>2. Able to analyze the relationship between basic competencies, learning achievement indicators and Arts and Culture learning materials</p>	<p>Criteria:</p> <p>1. Able to develop material mapping in arts and culture learning</p> <p>2. Able to analyze the relationship between basic competencies, learning achievement indicators and Arts and Culture learning materials</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Questions and Answers, Discussions, presentations 2 X 50		<p>Material: Material mapping in arts and culture learning</p> <p>References: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i></p> <hr/> <p>Material: Basic competencies, indicators of learning achievement and learning materials for Arts and Culture</p> <p>Library: <i>Hamalik, Oemar. 2016. Basics of Curriculum development. Bandung: Rosdakarya Youth</i></p>	5%

15	Students are able to analyze the 2013 curriculum in special conditions	1. Able to analyze guidelines for implementing the 2013 curriculum in special conditions 2. Able to analyze the 2013 curriculum RPP in special conditions	Criteria: 1. Able to analyze guidelines for implementing the 2013 curriculum in special conditions 2. Able to analyze the 2013 curriculum RPP in special conditions Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures, Questions and Answers, Discussions, presentations 2 X 50		Material: Analysis of guidelines for implementing the 2013 curriculum in special conditions. Reference: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i> Material: Analysis of the 2013 curriculum RPP in special conditions References: <i>Hamalik, Oemar. 2016. Basics of Curriculum development. Bandung: Rosdakarya Youth</i>	5%
16	Final Semester Examination (UAS)	Accuracy in arguing and answering questions.	Criteria: Accuracy in arguing and answering questions. Form of Assessment : Test	Show the results of work 2 x 50		Material: Entire School Curriculum material Library: <i>Schiro, Michael Stephen. 2017. Curriculum Theory: Conflicting Visions and Enduring Concerns (trans. Endah Sulistyowati). Jakarta: Permata Puri Media</i>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	15%
3.	Test	15%
		80%

Notes

- 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.
- 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.
- 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.
- 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.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.