



**Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
EDUCATIONAL ORGANIZATION	8620402141	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 8, 2022
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator				
	Dr. Nuphanudin; Dr. Karwanto, S.Ag., M.Pd. ; Dr. Ima Widiyanah, M.Pd. ; Ainur Rifqi, S.Pd., M.Pd. ; Syunu Trihantoyo, S.Pd., M.Pd. dan 1 lainnya	Dr. Erny Roesminingsih, M.Si.	Syunu Trihantoyo, 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
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PLO-6	Able to master educational management functions at strategic, tactical and operational levels
PLO-10	Able to communicate both written and orally in accordance with academic values, norms and ethics

Program Objectives (PO)	
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PO - 1	Able to utilize science and technology in developing educational organizational knowledge through research and/or development
PO - 2	Master in depth the theory and practice of educational organizations and be able to apply them in the field of education so that the benefits can be felt by the wider community.
PO - 3	Able to make the right decisions about educational organizations based on the results of data analysis and information review so as to provide various alternative solutions to appropriate problems regarding educational organizations
PO - 4	Able to be responsible and contribute in groups and individually in understanding the concept of educational organizations and its application in relevant contexts

PLO-PO Matrix	
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	<table border="1"> <tr> <th>P.O</th> <th>PLO-6</th> <th>PLO-10</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td style="text-align: center;">✓</td> </tr> </table>	P.O	PLO-6	PLO-10	PO-1	✓		PO-2	✓		PO-3		✓	PO-4		✓
P.O	PLO-6	PLO-10														
PO-1	✓															
PO-2	✓															
PO-3		✓														
PO-4		✓														

PO Matrix at the end of each learning stage (Sub-PO)	
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	<table border="1"> <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> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </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															✓	✓	✓
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Short Course Description	The Educational Organization course is a mandatory course with a weight of 2 credits and contains a study of educational organization theory which includes concepts and practices. The substance of this course is directed at 1) basic concepts of educational organizations; 2) forms and principles of educational organization; 3) theories of educational organization; 4) educational organizational culture; 5) organizational structure and main tasks and functions; and 6) development of educational organizations.
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References	Main :
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1. Anita Louise Wheeldonhttp, S. J. 2023. Historical role preparedness: A Bourdieusian analysis of the differential positions of professional staff and academics in an Australian managerialised university. *Educational Management Administration & Leadership*, 1-16.
2. Amri, U., Hendri, Rusdinal, & Gistituati, N. 2021. Perilaku dan Pengembangan Organisasi Pendidikan Review Disain Intvensi. *Jurnal Ilmu Pendidikan*. 3(4); 1543-1549. DOI: <https://doi.org/10.31004/edukatif.v3i4.605>
3. Association of Colleges .2020. *Template for Role of Governance Professional*. London: AoC.
4. Chalk F . 2020. *The unseen strategic leader: The governance professionals' place and their resource needs in facilitating effective governance*. FETL Occasional Papers, London.
5. Ron Hillh, S. G. 2023. Reviewing the strategic influence of governance professionals in UK colleges: Acting as the translator of the conduct of conduct. *Educational Management administration & Leadership*, 969-989.
6. Smith, Chameeka N. and Gibbs-Roseboro, Portia. 2020.
7. Nur Hidayati, t. E. (2020). *Panduan Penerapan SNI ISO 21001:2018 Sistem Manajemen Organisasi Pendidikan*. Jakarta: BSN.
8. Nuphanudin, Al-Muttar, M. Y. O., Althanoon, Z. A., Mahmudiono, T., Ismael, A. M., Jawad, M. A., Komariah, A., Singh, K., & Merkhan, M. M. (2023). The Effect of Spiritual Intelligence on Organizational Happiness and the Quality of Nursing Care for Patients with Covid 19 Virus in Russia. *International Journal of Work Organisation and Emotion*. <https://doi.org/10.1504/IJWOE.2023.10054727>
9. Sutarto. 2006. *Dasar-Dasar Organisasi*. Yogyakarta: Gadjah Mada University Press.
10. Syaiful Sagala. 2016. *Memahami Organisasi Pendidikan: Budaya dan Reiventing*, Organisasi Pendidikan. Jakarta: Kencana
11. Rusdiana. 2016. *Pengembangan Organisasi Lembaga Pendidikan*. Bandung: Pustaka Setia.
12. Johnson, D. A., Johnson, C. M., & Dave, P. (2023). Performance feedback in organizations: Understanding the functions, forms, and important features. *Journal of Organizational Behavior Management*, 43(1), 64-89.
13. Bryant, D. A., & Walker, A. (2024). Principal-designed structures that enhance middle leaders' professional learning. *Educational Management Administration & Leadership*, 52(2), 435-454.
14. Holst, J. (2023). Towards coherence on sustainability in education: a systematic review of Whole Institution Approaches. *Sustainability Science*, 18(2), 1015-1030.

Supporters:

1. Permendikbud Nomor 9 Tahun 2019 tentang Pedoman Organisasi Tata Kerja Satuan Pendidikan Dasar dan Menengah
2. Tony Bush, L. B. (1999). *Educational Management: Redefining Theory, Policy and Practice*. New York: SAGE Publishing

Supporting lecturer

Dr. Karwanto, S.Ag., M.Pd.
 Dr. Ima Widiyanah, M.Pd.
 Syunu Trihantoyo, S.Pd., M.Pd.
 Dr. Kaniati Amalia, M.Pd.
 Ainur Rifqi, 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	1.Students understand the RPS and study contracts 2.Students understand at a glance what an organization is like	1.Students are able to describe the RPS and lecture contracts along with the coherent functions of the RPS and lecture contracts. 2.Students are able to explain the basic concepts of educational organizations	Criteria: 1.Smooth communication using good and correct language 2.Systematic delivery according to the material presented 3.Courage in expressing opinions and ideas in the material 4.Courage in expressing opinions and ideas in the material 5.Appearance or attitude in presenting when delivering material Form of Assessment : Participatory Activities	Lecturing Discussion Project-based Learning 2 X 50		Materials: 1. Submission of Semester Learning Plans and Lecture Contracts; 2. Introduction to Library Education Organizations: <i>Sutarto. 2006. Organizational Basics. Yogyakarta: Gadjah Mada University Press.</i>	5%

2	<p>1.Students understand the basic concepts of educational organizations</p> <p>2.Students understand the position of educational organizations in education management.</p>	<p>1.Students are able to generalize the meaning, benefits and goals of educational organizations;</p> <p>2.Students are able to outline the position of educational organizations in education management</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Smooth communication using good and correct language 2.Systematic delivery according to the material presented 3.Courage in expressing opinions and ideas in the material 4.Courage in expressing opinions and ideas in the material 5.Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	<p>Lecturing Discussion Project-based Learning 2 X 50</p>		<p>Material: 1. Basic Concepts of Educational Organization; 2. Position of educational organizations in education management Library: Syaiful Sagala. 2016. <i>Understanding Educational Organizations: Culture and Reventing, Educational Organizations.</i> Jakarta: Kencana</p>	5%
3	<ol style="list-style-type: none"> 1.Students understand classical organizational theory 2.Students understand modern organizational theory 3.Students understand Stephen Robin's organizational theory 4.Students understand Max Weber's organizational theory 	<ol style="list-style-type: none"> 1.Students are able to explain classical organizational theory and its use 2.Students are able to explain modern organizational theory and its use 3.Students are able to explain Stephen Robins' organizational theory and its use 4.Students are able to explain Max Weber's organizational theory and its use 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Smooth communication using good and correct language 2.Systematic delivery according to the material presented 3.Courage in expressing opinions and ideas in the material 4.Enthusiasm in conveying and listening in delivering material 5.Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	<p>Lecturing Discussion Project-based Learning 2 X 50</p>		<p>Material: Understanding Classical and Non-Classical Organizational Theories Library: Rusdiana. 2016. <i>Organizational Development of Educational Institutions.</i> Bandung: Pustaka Setia.</p>	5%
4	<p>Students are able to understand Organizational Structure</p>	<ol style="list-style-type: none"> 1.Students are able to explain modern organizational theory 2.Students are able to explain organizational systems theory 3.Students are able to apply modern organizational theory and organizational systems to organizational development 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Smooth communication using good and correct language 2.Systematic delivery according to the material presented 3.Courage in expressing opinions and ideas in the material 4.Enthusiasm in conveying and listening in delivering material 5.Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	<p>Lecturing Discussion Project-based Learning 2 X 50</p>		<p>Material: Understanding Modern Organizational Theory and Organizational Systems Reader: Syaiful Sagala. 2016. <i>Understanding Educational Organizations: Culture and Reventing, Educational Organizations.</i> Jakarta: Kencana</p>	5%

5	Students are able to understand Performance Design (Job Design)	<ol style="list-style-type: none"> 1. Students are able to explain Job Design 2. Students are able to explain the elements of job design 3. Students are able to explain the factors that influence Job Design 4. Students are able to explain job enlargement and job enrichment in organizations 5. Students are able to explain the Job Design approach 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. The references used are 3 years old 7. Punctuality in collecting within the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Forms and Principles of Educational Organizations References: <i>Johnson, DA, Johnson, CM, & Dave, P. (2023). Performance feedback in organizations: Understanding the functions, forms, and important features. Journal of Organizational Behavior Management, 43(1), 64-89.</i></p>	5%
6	Students are able to understand the culture of educational organizations	<ol style="list-style-type: none"> 1. Students are able to explain Organizational Design 2. Students are able to explain the Elements of Organizational Design 3. Students are able to explain the factors that influence Organizational Design 4. Students are able to explain the Organizational Design approach 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. The references used are 3 years old 7. Punctuality in collecting within the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Understanding Educational Organizational Culture References: <i>Nuphanudin, Al-Muttar, MYO, Althanoon, ZA, Mahmudiono, T., Ismael, AM, Jawad, MA, Komariah, A., Singh, K., & Merkhan, MM (2023) . The Effect of Spiritual Intelligence on Organizational Happiness and the Quality of Nursing Care for Patients with Covid 19 Virus in Russia. International Journal of Work Organization and Emotion. https://doi.org/...</i></p>	5%

7	Students are able to understand the development of educational organizations.	Students are able to develop organizational structures through Organizational Design and Performance Design	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. The references used are 3 years old 7. Punctuality in collecting within the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Understanding Educational Organization Development Library: <i>Rusdiana. 2016. Organizational Development of Educational Institutions. Bandung: Pustaka Setia.</i></p>	5%
8	<ol style="list-style-type: none"> 1. Students master the basic concepts of educational organizations 2. Students master educational organization theories 3. Students master the preparation and development of educational organizational structures 	<ol style="list-style-type: none"> 1. Students are able to answer and understand the lecturer's questions very well 2. Students are able to answer and understand the lecturer's questions well 3. Students do not answer and understand questions well 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of Contents, Introduction, Summary of Journal Review, Discussion of Journal Review, Closing) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Identify the background of the research problem 4. Interpretation of the methodology with the problems studied 5. Communicate your own perspective according to your views on the research results 6. Punctuality in collecting within the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: meeting materials 1 to 7 Literature: <i>Books and other research results relevant to the study of educational organizations and relevant regulations.</i></p>	15%

9	Students are able to understand the structure of educational organizations and their main tasks and functions.	Students are able to explain the process of preparing an educational organizational structure and its main tasks and functions.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. The references used are 3 years old 7. Punctuality in collecting within the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Preparation of educational organizational structures and main tasks and functions Library: <i>Books and other research results relevant to the study of educational organizations and relevant regulations.</i></p>	5%
10	Students are able to develop an educational organizational structure and its main tasks and functions	<ol style="list-style-type: none"> 1. Students are able to explain the behavior of educational organizations 2. Students are able to embody the theory of educational organizational behavior in reality in the field 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. The references used are 3 years old 7. Timeliness in collecting according to the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Understanding Educational Organizational Behavior References: <i>Nuphanudin, Al-Muttar, MYO, Althanoon, ZA, Mahmudiono, T., Ismael, AM, Jawad, MA, Komariah, A., Singh, K., & Merkhan, MM (2023) . The Effect of Spiritual Intelligence on Organizational Happiness and the Quality of Nursing Care for Patients with Covid 19 Virus in Russia. International Journal of Work Organization and Emotion. https://doi.org/...</i></p>	5%

11	Students are able to present the results of preparing the educational organizational structure and its main tasks and functions	<ol style="list-style-type: none"> 1. Students are able to explain the development of educational organizations 2. Students are able to embody the development of educational organizations in real life 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of Contents, Introduction, Summary of Journal Review, Discussion of Journal Review, Closing) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Identify the background of the research problem 4. Interpretation of the methodology with the problems studied 5. Communicate your own perspective according to your views on the research results 6. Punctuality in collecting within the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Understanding Educational Organizational Development Literature: <i>Holst, J. (2023). Towards coherence on sustainability in education: a systematic review of Whole Institution Approaches. Sustainability Science, 18(2), 1015-1030.</i></p>	5%
12	Students understand the organizational structure and main tasks and functions in accordance with the Minister of Education and Culture Regulation	Students are able to explain the organizational structure and main tasks of educational organizations at the primary and secondary levels according to the Minister of Education and Culture Regulation	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. Timeliness in collecting according to the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Understanding the organizational structure and main tasks and functions of educational organizations at the primary and secondary levels in accordance with the Minister of Education and Culture's Regulation. Library: <i>Minister of Education and Culture Regulation Number 9 of 2019 concerning Organizational Guidelines for the Work Procedures of Primary and Secondary Education Units</i></p>	5%

13	Students are able to analyze the school's organizational structure and its main tasks and functions	Skilled in analyzing school organizational structures and their main tasks and functions	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Material (Completeness and depth of material; Analysis presentation is clear, systematic, structured; and References are sufficient and up to date) 2. Presentation skills (Clarity in delivery of presentation material; Verbal communication skills; and Time management) 3. Ability to answer questions (accuracy of answers; and mastery of the material) <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Analysis of school organizational structure and its main tasks and functions. Library: <i>Books and other research results relevant to the study of educational organizations and relevant regulations.</i></p>	5%
14	Students are able to analyze the culture of educational organizations	Students are able to analyze the culture of educational organizations	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Material (Completeness and depth of material; Analysis presentation is clear, systematic, structured; and References are sufficient and up to date) 2. Presentation skills (Clarity in delivery of presentation material; Verbal communication skills; and Time management) 3. Ability to answer questions (accuracy of answers; and mastery of the material) <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Analyzing the culture of educational organizations References: <i>Nuphanudin, Al-Muttar, MYO, Althanoon, ZA, Mahmudiono, T., Ismael, AM, Jawad, MA, Komariah, A., Singh, K., & Merkhan, MM (2023) . The Effect of Spiritual Intelligence on Organizational Happiness and the Quality of Nursing Care for Patients with Covid 19 Virus in Russia. International Journal of Work Organization and Emotion. https://doi.org/...</i></p>	5%

15	Students are able to analyze the school's organizational structure and its main tasks and functions	Students are able to analyze the school's organizational structure and its main tasks and functions	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. Timeliness in collecting according to the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: Analyzing the school organizational structure and its main tasks and functions</p> <p>References: <i>Bryant, DA, & Walker, A. (2024). Principal-designed structures that enhance middle leaders' professional learning. Educational Management Administration & Leadership, 52(2), 435-454.</i></p>	5%
16	Mastering the concepts and practices of educational organizations	Meeting Assessment Indicators 1-15	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. Timeliness in collecting according to the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50		<p>Material: UAS Literature: <i>Books and other research results relevant to the study of educational organizations and relevant regulations.</i></p>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	30%
		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.