



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

Document  
Code

### SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																																														
Educational Supervision	8620402161	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	February 9, 2023																																																																																																														
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																															
		Dr. Nunuk Hariyati, M.Pd.	Dr. Nunuk Hariyati, M.Pd.			Syunu Trihantoyo, S.Pd., M.Pd.																																																																																																															
<b>Learning model</b>	Case Studies																																																																																																																				
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																																				
	<b>PLO-5</b>	Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions																																																																																																																			
	<b>PLO-7</b>	Able to practice the field of educational management competency to solve problems in the field of educational management based on the results of information and data analysis																																																																																																																			
	<b>PLO-9</b>	Able to utilize technology and information in problem solving efforts according to area of expertise																																																																																																																			
	<b>PLO-11</b>	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics																																																																																																																			
	<b>Program Objectives (PO)</b>																																																																																																																				
	<b>PO - 1</b>	Students internalize the character of being intelligent, innovative, of noble character, independent, caring, academically ethical and committed to carrying out the entire series of educational supervision lectures																																																																																																																			
	<b>PO - 2</b>	Students understand the substance, scope and principles of supervision of educational institutions conceptually as well as practices in the managerial, administrative and academic scope sourced from scientific articles, books and relevant government regulations/policies.																																																																																																																			
	<b>PO - 3</b>	Students identify future trends and challenges in the implementation of supervision in educational institutions through a case-based empirical study process using technology and information																																																																																																																			
	<b>PO - 4</b>	Students organized and conducted an online seminar on educational supervision																																																																																																																			
	<b>PLO-PO Matrix</b>																																																																																																																				
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<b>Short Course Description</b>	The educational supervision course equips students to apply logical, critical, systematic and innovative thinking in understanding educational supervision theoretically and practically regarding the substance and scope of educational supervision by utilizing technology and information. This course also provides an understanding of the ethics of professionalism of education supervisors in carrying out their duties as well as their activities in collecting data and reporting on the supervision process. Students are guided to be critical and innovative in identifying challenges in current and future supervision as well as alternative solutions to overcome these challenges. Learning is carried out using Case Based Learning, Self-Directive Learning and Cooperative Learning methods. The outcome of this lecture is to hold an online educational seminar which will be collaborated with Masters and Doctoral level students in Educational Management.																																																																																																																				
<b>References</b>	<b>Main :</b>																																																																																																																				

1. Bush, Tony & Middlewood, David. 2005. Leading and Managing People In Education. New Delhi: Sage Publications
2. Bush, Tony. 2003. Theories and Educational Leadership and Management. London: Sage Publications
3. Aedi, N. (2014). Pengawasan Pendidikan Tinjauan Teori dan Praktik. Jakarta: Rajawali Pres.
4. Atmodiwiryo, S. (2011). Manajemen Pengawasan dan Supervisi Sekolah (teori dan Praktik). Jakarta: Rajawali Press
5. David L Goetsch & Stanley B Davis, (2013). Quality Management for Orrganizationa Excellence. New York: Pearson
6. DiPaola, M. & Hoy, W. K. (2014). Improving Instruction Through Supervision, Evaluation, and Professional Development. Charlotte, NC: Information Age Publishing, Inc
7. Hoy, W. K., & Miskel, C. G. (2013). Educational administration: Theory, Reserch and Practice. In McGraw-Hill (9th ed.). New York: McGraw-Hill Companies, Inc.
8. Hoy, W. K., & Forsyth, P. B. (1986). Effective Supervision: Theory, Reserch and Practice. New York: Random House
9. Glickman, C., & West Burns, R. (2021). Supervision and Teacher Wellness: An Essential Component for Improving Classroom Practice. Journal of Educational Supervision, 4(1), 18–25. <https://doi.org/10.31045/jes.4.1.3>
10. Glickman, C. D., Gordon, S. P., & Gordon, J. M. R. (2013). The Basic Guide to Supervision and Instructional Leadership. New York: Pearson Education Inc.
11. Gordon, S. (2019). Educational Supervision: Reflections on Its Past, Present, and Future. Journal of Educational Supervision, 2(2), 27–52. <https://doi.org/10.31045/jes.2.2.3>
12. Scheerens, J. (2015). School Effectiveness Research. In International Encyclopedia of the Social & Behavioral Sciences: Second Edition (Second Edi, Vol. 21). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.92080-4>
13. Sallis, E. (2014). Total quality management in education: Third edition. In Total Quality Management in Education: Third Edition. <https://doi.org/10.4324/9780203417010>
14. Aedi, N. (2014). Pengawasan Pendidikan Tinjauan Teori dan Praktik. Jakarta: Rajawali Pres.
15. Arikunto, S. (2018). Pengawasan dan Evaluasi Pendidikan. Jakarta: Bumi Aksara.

**Supporters:**

1. Artikel dalam Jurnal Nasional dan Internasional Bereputasi
2. Peraturan Direktorat Jenderal (Perdirjen) GTK No 4831 Tahun 2023 tentang Peran Pengawas Sekolah dalam Implementasi Kebijakan Merdeka Belajar pada Satuan Pendidikan

**Supporting lecturer**

Prof. Dr. H. Murtadlo, M.Pd.  
Dr. Nunuk Hariyati, 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 are able to build a commitment to study through a study contract 2.Students are able to understand the definition and urgency of educational supervision	1.Student participation and activity 2.Student attention in lectures as seen from the on/off camera	<b>Criteria:</b> Students who actively ask/discuss and pay attention during the lecture process get additional points  <b>Form of Assessment :</b> Participatory Activities		Cooperative Learning, Discussion, Question and Answer 2 X 50	<b>Material:</b> Policy regarding Supervision of Educational Institutions <b>Reference:</b> <i>Regulation of the Directorate General (Perdirjen) GTK No 4831 of 2023 concerning the Role of School Supervisors in Implementing the Independent Learning Policy in Educational Units</i>	2%
2	1.Students are able to conclude the definition and urgency of educational supervision 2.Students are able to examine and tell the history of educational supervision 3.Students are able to identify developments that occur in educational supervision theoretically and practically	1.Student participation and activity 2.Student attention in lectures as seen from the on/off camera	<b>Criteria:</b> Students who actively ask/discuss and pay attention during the lecture process get additional points  <b>Form of Assessment :</b> Participatory Activities		Cooperative Learning, Discussion, Question and Answer 2 X 50	<b>Material:</b> 1. Definition, goals, objectives and functions of managerial, administrative and academic educational supervision. <b>Reference:</b> <i>Bush, Tony. 2003. Theories and Educational Leadership and Management. London: Sage Publications</i>	2%

3	<p>1.Students are able to understand the basic principles of educational supervision</p> <p>2.Students are able to conceptualize the function and objectives of educational supervision</p>	<p>1.Student performance in carrying out presentations;</p> <p>2.List of references used in the presentation</p> <p>3.Participants' activeness in discussions;</p> <p>4.Student attention in lectures</p>	<p><b>Criteria:</b></p> <p>1.Student peer evaluation results</p> <p>2.Students who actively ask/discuss and pay attention during the lecture process get additional points</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Self-Directive Learning, Discussion, Question and Answer 2 X 50</p>		<p><b>Material:</b> The position of educational supervision in educational unit management, types and techniques of educational supervision.</p> <p><b>Reference:</b> Gordon, S. (2019). <i>Educational Supervision: Reflections on Its Past, Present, and Future.</i> Journal of Educational Supervision, 2(2), 27–52. <a href="https://doi.org/.....">https://doi.org/.....</a></p> <p><b>Material:</b> basic principles of educational supervision, functions and objectives of educational supervision</p> <p><b>Reference:</b> Aedi, N. (2014). <i>Educational Supervision Theory and Practice Review.</i> Jakarta: Rajawali Pres.</p>	4%
4	<p>1.Students are able to understand the qualifications and competencies required by school supervisors</p> <p>2.Students are able to emphasize their duties and responsibilities as school supervisors</p>	<p>1.Student performance in carrying out presentations;</p> <p>2.List of references used in the presentation</p> <p>3.Participants' activeness in discussions;</p> <p>4.Student attention in lectures</p>	<p><b>Criteria:</b></p> <p>1.Student peer evaluation results</p> <p>2.Students who actively ask/discuss and pay attention during the lecture process get additional points</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Self-Directive Learning, Discussion, Question and Answer 2 X 50</p>		<p><b>Material:</b> The position of educational supervision in educational unit management, types and techniques of educational supervision.</p> <p><b>Reference:</b> Gordon, S. (2019). <i>Educational Supervision: Reflections on Its Past, Present, and Future.</i> Journal of Educational Supervision, 2(2), 27–52. <a href="https://doi.org/.....">https://doi.org/.....</a></p> <p><b>Material:</b> qualifications and competencies required by school supervisors</p> <p><b>Reference:</b> GTK Directorate General (Perdirjen) Regulation No 4831 of 2023 concerning the Role of School Supervisors in Implementing the Independent Learning Policy in Educational Units</p>	4%

5	<p>1.Students are able to study and discuss Government Regulations and Policies that are relevant to Education Supervision</p> <p>2.Students are able to interpret the core policies of Director General's Regulation GTK 4831 of 2023</p>	<p>1.Student performance in carrying out presentations;</p> <p>2.List of references used in the presentation</p> <p>3.Participants' activeness in discussions;</p> <p>4.Student attention in lectures</p>	<p><b>Criteria:</b></p> <p>1.Student peer evaluation results</p> <p>2.Students who actively ask/discuss and pay attention during the lecture process get additional points</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Self-Directive Learning, Discussion, Question and Answer 2 X 50</p>		<p><b>Material:</b> The position of educational supervision in educational unit management, types and techniques of educational supervision. <b>Reference:</b> <i>Gordon, S. (2019). Educational Supervision: Reflections on Its Past, Present, and Future. Journal of Educational Supervision, 2(2), 27–52. <a href="https://doi.org/.....">https://doi.org/.....</a></i></p> <p><b>Material:</b> Core Policy on School Supervisors <b>Library:</b> <i>Regulation of the Directorate General (Perdirjen) GTK No 4831 of 2023 concerning the Role of School Supervisors in Implementing the Independent Learning Policy in Educational Units</i></p>	4%
6	<p>1.Students are able to explain the ethics of professionalism of education supervisors in carrying out their main duties and functions</p> <p>2.Students are able to understand the integrity and professionalism of educational supervisors</p>	<p>1.Student performance in carrying out presentations;</p> <p>2.List of references used in the presentation</p> <p>3.Participants' activeness in discussions;</p> <p>4.Student attention in lectures</p>	<p><b>Criteria:</b></p> <p>1.Student peer evaluation results</p> <p>2.Students who actively ask/discuss and pay attention during the lecture process get additional points</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Self-Directive Learning, Discussion, Question and Answer 2 X 50</p>		<p><b>Material:</b> The position of educational supervision in educational unit management, types and techniques of educational supervision. <b>Reference:</b> <i>Gordon, S. (2019). Educational Supervision: Reflections on Its Past, Present, and Future. Journal of Educational Supervision, 2(2), 27–52. <a href="https://doi.org/.....">https://doi.org/.....</a></i></p> <p><b>Material:</b> ethics of professionalism, integrity and professionalism of education supervisors <b>Reference:</b> <i>Arikunto, S. (2018). Educational Monitoring and Evaluation. Jakarta: Bumi Literacy.</i></p>	4%

7	<p>1. Students are able to conceptualize approaches to educational supervision</p> <p>2. Students are able to exemplify the educational supervision model</p>	<p>1. Student performance in carrying out presentations;</p> <p>2. List of references used in the presentation</p> <p>3. Participants' activeness in discussions;</p> <p>4. Student attention in lectures</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Student peer evaluation results</li> <li>2. Students who actively ask/discuss and pay attention during the lecture process get additional points</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Self-Directive Learning, Discussion, Question and Answer 2 X 50</p>	<p><b>Material:</b> The position of educational supervision in educational unit management, types and techniques of educational supervision.</p> <p><b>Reference:</b> <i>Gordon, S. (2019). Educational Supervision: Reflections on Its Past, Present, and Future. Journal of Educational Supervision, 2(2), 27–52. <a href="https://doi.org/.....">https://doi.org/.....</a></i></p> <p><b>Material:</b> approaches, educational supervision models</p> <p><b>References:</b> <i>Aedi, N. (2014). Educational Supervision Theory and Practice Review. Jakarta: Rajawali Pres.</i></p>	4%
8	<p>Students are able to fulfill USS assignments innovatively and independently according to the specified criteria and timeline</p>	<p>USS assessment rubric</p>	<p><b>Form of Assessment :</b> Practice / Performance</p>		<p>Discussion, Question and Answer, Presentation 2 X 50</p>	20%
9	<p>1. Students are able to collect and analyze ideal educational supervision instruments</p> <p>2. Students are able to explain data collection techniques and data analysis techniques in educational supervision</p> <p>3. Students are able to explain techniques for presenting monitoring data</p> <p>4. Students are able to create a reporting structure for the results of educational supervision</p>	<p>1. Student performance in carrying out presentations;</p> <p>2. List of references used in the presentation</p> <p>3. Participants' activeness in discussions;</p> <p>4. Student attention in lectures</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Student peer evaluation results</li> <li>2. Students who actively ask/discuss and pay attention during the lecture process get additional points</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Problem Based-Learning, Discussion, Questions and Answers 2 X 50</p>	<p><b>Material:</b> educational supervision instruments, data collection techniques, data analysis techniques, data presentation techniques, reporting structure for educational supervision results.</p> <p><b>Reference:</b> <i>Atmodiwiryo, S. (2011). Management of School Supervision and Supervision (theory and practice). Jakarta: Rajawali Press</i></p>	4%

10	<p>1.Students are able to collect and analyze ideal educational supervision instruments</p> <p>2.Students are able to explain data collection techniques and data analysis techniques in educational supervision</p> <p>3.Students are able to explain techniques for presenting monitoring data</p> <p>4.Students are able to create a reporting structure for the results of educational supervision</p>	<p>1.Student performance in carrying out presentations;</p> <p>2.List of references used in the presentation</p> <p>3.Participants' activeness in discussions;</p> <p>4.Student attention in lectures</p>	<p><b>Criteria:</b></p> <p>1.Student peer evaluation results</p> <p>2.Students who actively ask/discuss and pay attention during the lecture process get additional points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	<p>Problem Based-Learning, Discussion, Questions and Answers 2 X 50</p>		<p><b>Material:</b> educational supervision instruments, data collection techniques, data analysis techniques, data presentation techniques, reporting structure for educational supervision results.</p> <p><b>Reference:</b> <i>Atmodiwiryo, S. (2011). Management of School Supervision and Supervision (theory and practice). Jakarta: Rajawali Press</i></p>	4%
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12	<p>1.Students are able to explore and identify challenges in educational supervision in the present and future</p> <p>2.Students are able to discuss and find innovative solutions to overcome challenges</p> <p>3.Students are able to organize seminars and organize seminar implementation needs. Students are able to prepare reflections on post-seminar experiences</p>	<p>1.Rubric for assessing project processes and results</p> <p>2.Results of post-seminar experience reflection</p>	<p><b>Criteria:</b></p> <p>1.Reflection sheet</p> <p>2.Suitability of the timeline for holding seminars</p> <p><b>Form of Assessment :</b> Practice / Performance</p>		<p>Project Based Learning 2 X 50</p>	<p><b>Material:</b> challenges in educational supervision in the present and future</p> <p><b>References:</b> <i>Articles in Reputable National and International Journals</i></p>	4%

13	<p>1.Students are able to explore and identify challenges in educational supervision in the present and future</p> <p>2.Students are able to discuss and find innovative solutions to overcome challenges</p> <p>3.Students are able to organize seminars and organize seminar implementation needs. Students are able to prepare reflections on post-seminar experiences</p>	<p>1.Rubric for assessing project processes and results</p> <p>2.Results of post-seminar experience reflection</p>	<p><b>Criteria:</b></p> <p>1.Reflection sheet</p> <p>2.Suitability of the timeline for holding seminars</p> <p><b>Form of Assessment :</b> Practice / Performance</p>		Project Based Learning 2 X 50	<p><b>Material:</b> challenges in educational supervision in the present and future</p> <p><b>References:</b> <i>Articles in Reputable National and International Journals</i></p>	4%
14	<p>1.Students are able to explore and identify challenges in educational supervision in the present and future</p> <p>2.Students are able to discuss and find innovative solutions to overcome challenges</p> <p>3.Students are able to organize seminars and organize seminar implementation needs. Students are able to prepare reflections on post-seminar experiences</p>	<p>1.Rubric for assessing project processes and results</p> <p>2.Results of post-seminar experience reflection</p>	<p><b>Criteria:</b></p> <p>1.Reflection sheet</p> <p>2.Suitability of the timeline for holding seminars</p> <p><b>Form of Assessment :</b> Practice / Performance</p>		Project Based Learning 2 X 50	<p><b>Material:</b> challenges in educational supervision in the present and future</p> <p><b>References:</b> <i>Articles in Reputable National and International Journals</i></p>	3%
15	<p>1.Students are able to explore and identify challenges in educational supervision in the present and future</p> <p>2.Students are able to discuss and find innovative solutions to overcome challenges</p> <p>3.Students are able to organize seminars and organize seminar implementation needs. Students are able to prepare reflections on post-seminar experiences</p>	<p>1.Rubric for assessing project processes and results</p> <p>2.Results of post-seminar experience reflection</p>	<p><b>Criteria:</b></p> <p>1.Reflection sheet</p> <p>2.Suitability of the timeline for holding seminars</p> <p><b>Form of Assessment :</b> Practice / Performance</p>		Project Based Learning 2 X 50	<p><b>Material:</b> challenges in educational supervision in the present and future</p> <p><b>References:</b> <i>Articles in Reputable National and International Journals</i></p>	3%

16	<p>1. Students are able to fulfill US assignments innovatively and independently according to the specified criteria and timeline</p> <p>2. Students are able to present the results of theoretical studies in scientific articles using the literature study method</p> <p>3. Students are able to submit scientific articles to accredited national journals of at least SINTA 4</p>	<p>1. List of references cited in the article</p> <p>2. Article conformity with journal template</p> <p>3. Article content</p> <p>4. Article status in the journal</p>	<p><b>Criteria:</b> Article Grading Rubric</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>		Project Based Learning 2 X 50		30%
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	24%
2.	Project Results Assessment / Product Assessment	2%
3.	Portfolio Assessment	30%
4.	Practice / Performance	44%
		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.**