



**Universitas Negeri Surabaya  
Faculty of Education,  
Educational Technology Undergraduate 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>																																																																																																														
Learning Planning	8620302179	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	March 15, 2022																																																																																																														
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																															
	Dr. H. Lamijan Hadi Susarno, M.Pd		Prof. Dr. Mustaji, M.Pd			Dr. Utari Dewi, S.Sn., M.Pd.																																																																																																															
<b>Learning model</b>	Project Based Learning																																																																																																																				
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																																				
	<b>Program Objectives (PO)</b>																																																																																																																				
	<b>PO - 1</b>	Able to have the character of Faith, intelligent, independent, honest, caring and tough (Idaman Jelita) as a business person in the field of human resource development for educators both at school and outside school (Diklat)																																																																																																																			
	<b>PO - 2</b>	Able to master the basic orientation of developing learning plans and identifying the relationship between learning component systems in designing learning plans as a Learning Technology Analyst and Developer																																																																																																																			
	<b>PO - 3</b>	Able to master various basic concepts of learning planning models and master the concepts and principles of learning planning development as a Learning Technology Analysis and Developer																																																																																																																			
	<b>PO - 4</b>	Able to master the process of analyzing learning planning design needs and identifying the basis for developing learning planning in the K-13 context as a Learning Technology Analysis and Developer																																																																																																																			
	<b>PLO-PO Matrix</b>																																																																																																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>						P.O	PO-1	PO-2	PO-3	PO-4																																																																																																									
	P.O																																																																																																																				
	PO-1																																																																																																																				
PO-2																																																																																																																					
PO-3																																																																																																																					
PO-4																																																																																																																					
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																					
	<table border="1" style="margin-left: auto; margin-right: 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> </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																
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																																																																																																																					
<b>Short Course Description</b>	Examining various basic concepts of learning system design, models of learning systems, and steps for developing learning system designs as well as the practice of preparing models for developing learning system designs both in the form of syllabi and lesson plans as implementation of competency-based curricula at the level of certain educational units (schools). and outside school/training).																																																																																																																				
<b>References</b>	<b>Main :</b>																																																																																																																				

<ol style="list-style-type: none"> <li>1. Abdul Majid. 2006 Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru. Bandung: PT Remaja Roesdakarya.</li> <li>2. Atwi Suparman. 2012. Desain Instruksional Modern: Panduan Para Pengajar &amp; Inovator Pendidikan. Jakarta: Erlangga.</li> <li>3. Carey, W Dick, and Carey, L &amp; Carey, JO. 2009. The Systematic Design of Instruction. New Jersey: Pearson.</li> <li>4. Lamijan Hadi Susarno. 2016. Desain Sistem Pembelajaran. Surabaya: CV.Bintang..</li> <li>5. Masnur Muslich. 2008. KTSP: Dasar Pemahaman Dan Pengembangan Pedoman Bagi Pengelola Lembaga Pendidikan, Pengawas Sekolah, Kepala Sekolah, Komite Sekolah, Dewan Sekolah, dan Guru. Jakarta: Bumi Aksara.</li> <li>6. Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. Designing Efective Instruction. Third Edition. New York: John Wiley &amp; Sons, Inc.</li> </ol>							
<b>Supporters:</b>							
<ol style="list-style-type: none"> <li>1. Khotimah, K., &amp; Rusijono, A. M. (2024). Enhancing Metacognitive and Creativity Skills through AI-Driven Meta-Learning Strategies. International Journal of Interactive Mobile Technologies, 18(5).</li> </ol>							
<b>Supporting lecturer</b>		Dr. H. Lamijan Hadi Susarno, M.Pd. Prof. Dr. Mustaji, M.Pd. Citra Fitri Kholidya, 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 explain the relationship between Learning Design and the concept of Educational Technology	<ol style="list-style-type: none"> <li>1.Explain the general design concept</li> <li>2.Describe the meaning of learning</li> <li>3.Identifying the interrelationship of components in the TP domain</li> </ol>	<p><b>Criteria:</b> A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = &lt; 25 (0 - 1.99)</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Lectures and Discussions 2 x 50	- -	<p><b>Material:</b> Learning Design with the concept of Educational Technology <b>Reader:</b> <i>Abdul Majid. 2006 Learning Planning: Developing Teacher Competency Standards. Bandung: PT Remja Roesdakarya.</i></p>	5%
2	Students Master the Basic Concepts of Learning System Development	Students can classify learning variables.	<p><b>Criteria:</b> Accuracy of classifying learning variables.</p> <p><b>Form of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment</p>	Through a problem based learning model using lecture methods, questions and answers, and individual structured assignments 2 X 50	- -	<p><b>Material:</b> Basic Concepts of Learning System Development <b>Library:</b> <i>Lamijan Hadi Susarno. 2016. Learning System Design. Surabaya: CV.Bintang..</i></p> <p><b>Material:</b> Learning variables <b>Reader:</b> <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators. Jakarta: Erlangga.</i></p>	5%

3	Students Master the Basic Concepts of Learning System Development	Students can classify learning variables.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Concepts assessed:</li> <li>2. Basic Concepts of Curriculum &amp; Learning Development. If answered correctly for each question, the maximum score obtained is 20.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Through a problem based learning model using lecture methods, questions and answers, and individual structured assignments 2 X 50	-	<p><b>Material:</b> Learning variables <b>Reader:</b> Atwi Suparman. 2012. <i>Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators.</i> Jakarta: Erlangga.</p> <hr/> <p><b>Material:</b> Learning variables <b>References:</b> Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition.</i> New York: John Wiley &amp; Sons, Inc.</p>	5%
4	Students can master the basic concepts of learning system planning	Mastering Learning System Planning	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Concept assessed: Learning System Planning</li> <li>2. If each question is answered correctly, the maximum score obtained is 25.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Collaborative Learning Model with Question and Answer, Assignment and Discussion methods. 3 X 50	-	<p><b>Material:</b> Learning planning <b>Bibliography:</b> Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition.</i> New York: John Wiley &amp; Sons, Inc.</p> <hr/> <p><b>Material:</b> Learning planning <b>Reader:</b> Atwi Suparman. 2012. <i>Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators.</i> Jakarta: Erlangga.</p>	3%
5	Students can master the basic concepts of learning system planning	Mastering Learning System Planning	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Concept assessed: Learning System Planning</li> <li>2. If each question is answered correctly, the maximum score obtained is 25.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Collaborative Learning Model with Question and Answer, Assignment and Discussion methods. 2 X 50	-	<p><b>Material:</b> Learning planning <b>Bibliography:</b> Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition.</i> New York: John Wiley &amp; Sons, Inc.</p>	3%

6	Students can master the basic concepts of learning system planning	Mastering Learning System Planning	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Concept assessed: Learning System Planning</li> <li>2. If each question is answered correctly, the maximum score obtained is 25.</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Collaborative Learning Learning Model with Question and Answer, Assignment and Discussion methods. 2 X 50		<p><b>Material:</b> Learning System Planning <b>Reader:</b> <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators. Jakarta: Erlangga.</i></p> <hr/> <p><b>Material:</b> Learning System Planning <b>References:</b> <i>Carey, W Dick, and Carey, L &amp; Carey, JO. 2009. The Systematic Design of Instruction. New Jersey: Pearson.</i></p>	5%
7	Sub-summative exam or mid-term exam	able to identify and analyze various Objective and Results-based Planning Models in developing Learning Design	<p><b>Criteria:</b></p> <p>A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B- = 74 (3.5 - 3.59) B = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = &lt; 25 (0 - 1.99)</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Online 2 X 50		<p><b>Material:</b> Goal and Results based Planning Model in developing Learning Design <b>Library:</b> <i>Lamijan Hadi Susarno. 2016. Learning System Design. Surabaya: CV. Bintang..</i></p>	5%
8	Students can master the steps for developing learning planning	Identifying learning needs and initial characteristics of students	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Concepts assessed:</li> <li>2. Basic Concepts of Curriculum &amp; Learner Development. If each question is answered correctly, the maximum score obtained is 20.</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem Based Learning learning model, 2 X 50 lecture assignments, discussions and questions and answers		<p><b>Material:</b> Learning Planning Development <b>Reader:</b> <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators. Jakarta: Erlangga.</i></p> <hr/> <p><b>Material:</b> Learning Planning Development <b>Bibliography:</b> <i>Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. Designing Effective Instruction. Third Edition. New York: John Wiley &amp; Sons, Inc.</i></p>	5%

9	Students can analyze learning and formulate learning objectives.	Analyze learning and formulate general and specific learning objectives	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assignment: Create a learning analysis that includes learning objectives.</li> <li>2. Assessment Description:</li> <li>3.4 = very good</li> <li>4.3 = good</li> <li>5.2 = not good</li> <li>6.1 = very poor</li> </ol> <p><b>Form of Assessment :</b></p> <p>Project Results Assessment / Product Assessment</p>	Based learning model, lectures, discussions, questions and answers and 2 X 50 assignments		<p><b>Material:</b> Analyzing learning</p> <p><b>Reader:</b> Atwi Suparman. 2012. <i>Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators.</i> Jakarta: Erlangga.</p> <hr/> <p><b>Material:</b> formulate learning objectives.</p> <p><b>Reference:</b> Lamijan Hadi Susarno. 2016. <i>Learning System Design.</i> Surabaya: CV.Bintang..</p>	5%
10	Students can develop benchmark tests	Develop benchmark benchmark tests	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assessment Aspect Criteria:</li> <li>2.1. Very appropriate to the learning formula</li> <li>3.2. In accordance with the learning formula</li> <li>4.3. Not suitable. buyer's formulation.</li> <li>5.4. Irrelevant</li> <li>6. Score Description:</li> <li>7.4 = very good</li> <li>8.3 = good</li> <li>9.2 = not good</li> <li>10.1 = very poor</li> </ol> <p><b>Form of Assessment :</b></p> <p>Participatory Activities</p>	Problem based learning model, lectures, discussions, questions and answers and 2 X 50 assignments		<p><b>Material:</b> benchmark test</p> <p><b>References:</b> Carey, W Dick, and Carey, L &amp; Carey, JO. 2009. <i>The Systematic Design of Instruction.</i> New Jersey: Pearson.</p> <hr/> <p><b>Material:</b> benchmark test</p> <p>Reference : Atwi Suparman. 2012. <i>Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators.</i> Jakarta: Erlangga.</p> <hr/> <p><b>Material:</b> benchmark test</p> <p><b>Reference:</b> Lamijan Hadi Susarno. 2016. <i>Learning System Design.</i> Surabaya: CV.Bintang..</p>	5%

11	Students can develop learning strategies	Develop learning methods and media in the learning process	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Aspect:</li> <li>2.1. Very suitable for learning materials</li> <li>3.2. In accordance with learning materials</li> <li>4.3. Not suitable. purchasing materials.</li> <li>5.4. Not appropriate. learning materials</li> <li>6.Score</li> <li>Description:</li> <li>7.4 = very good</li> <li>8.3 = good</li> <li>9.2 = not good</li> <li>10.1 = very poor</li> </ol> <p><b>Form of Assessment</b> :</p> <p>Project Results Assessment / Product Assessment</p>	Collaborative learning model with lectures, discussions, questions and answers and 2 X 50 assignments		<p><b>Material:</b> learning strategies <b>References:</b> Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition.</i> New York: John Wiley &amp; Sons, Inc.</p> <hr/> <p><b>Material:</b> learning strategies <b>Reader:</b> Atwi Suparman. 2012. <i>Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators.</i> Jakarta: Erlangga.</p>	5%
12	Students can develop learning materials	Steps for developing learning materials	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Aspects: 1. Very appropriate to the formulation of learning objectives</li> <li>2.2. In accordance with the formulation of learning objectives</li> <li>3.3. Not suitable. formulation of the buyer's objectives.</li> <li>4.4. Not appropriate. formulation of the buyer's objectives.</li> <li>5.Score</li> <li>Description:</li> <li>6.4 = very good</li> <li>7.3 = good</li> <li>8.2 = not good</li> <li>9.1 = very poor</li> </ol> <p><b>Form of Assessment</b> :</p> <p>Project Results Assessment / Product Assessment</p>	Problem Based Learning Model with Lectures, discussions, questions and answers and 2 X 50 assignments		<p><b>Material:</b> Developing learning materials <b>References:</b> Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. <i>Designing Effective Instruction. Third Edition.</i> New York: John Wiley &amp; Sons, Inc.</p> <hr/> <p><b>Material:</b> Developing learning materials <b>References:</b> Carey, W Dick, and Carey, L &amp; Carey, JO. 2009. <i>The Systematic Design of Instruction.</i> New Jersey: Pearson.</p> <hr/> <p><b>Material:</b> Developing learning materials <b>Reader:</b> Atwi Suparman. 2012. <i>Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators.</i> Jakarta: Erlangga.</p>	5%

13	Students can develop formative evaluation tools	Formative evaluation steps	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Aspect:</li> <li>2.1. Very appropriate to the formulation of learner goals.</li> <li>3.2. In accordance with the buyer's stated objectives</li> <li>4.3. Not suitable. formulation of the buyer's objectives.</li> <li>5.4. Not in accordance with the formulation of learning objectives</li> <li>6.Score</li> </ol> <p>Description:</p> <p>7.4 = very good 8.3 = good 9.2 = not good 10.1 = very poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning model using lecture, discussion, question and answer and 2 X 50 training methods		<p><b>Material:</b> Formative Evaluation Tools <b>Reader:</b> <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators. Jakarta: Erlangga.</i></p> <hr/> <p><b>Material:</b> Formative Evaluation Tools <b>References:</b> <i>Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. Designing Effective Instruction. Third Edition. New York: John Wiley &amp; Sons, Inc.</i></p> <hr/> <p><b>Material:</b> Formative Evaluation Tools <b>Literature:</b> <i>Lamijan Hadi Susarno. 2016. Learning System Design. Surabaya: CV.Bintang..</i></p>	5%
14	Develop learning programs	Steps for developing a learning implementation plan	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Criteria:</li> <li>2.5 = very good</li> <li>3.4 = good</li> <li>4.3 = not good</li> <li>5.2 = not good</li> <li>6.1 = very bad</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning model using lecture, discussion, question and answer 2 X 50 methods		<p><b>Material:</b> learning program <b>Reader:</b> <i>Lamijan Hadi Susarno. 2016. Learning System Design. Surabaya: CV.Bintang..</i></p>	10%
15	Developing learning programs	Steps for developing a learning implementation plan	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Criteria:</li> <li>2.5 = very good</li> <li>3.4 = good</li> <li>4.3 = not good</li> <li>5.2 = not good</li> <li>6.1 = very bad</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning model using lecture, discussion, question and answer 6 X 50 methods		<p><b>Material:</b> learning program <b>Reader:</b> <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators. Jakarta: Erlangga.</i></p> <hr/> <p><b>Material:</b> learning program <b>References:</b> <i>Carey, W Dick, and Carey, L &amp; Carey, JO. 2009. The Systematic Design of Instruction. New Jersey: Pearson.</i></p>	20%

16	Develop learning programs	Steps for developing a learning implementation plan	<p><b>Criteria:</b></p> <p>1. Criteria:  2.5 = very good  3.4 = good  4.3 = not good  5.2 = not good  6.1 = very bad</p> <p><b>Form of Assessment :</b>  Participatory Activities, Project Results Assessment / Product Assessment</p>	Problem based learning model using lecture, discussion, question and answer 2 X 50 methods	<p><b>Material:</b>  Developing a learning program  <b>Reader:</b> <i>Atwi Suparman. 2012. Modern Instructional Design: A Guide for Teachers &amp; Educational Innovators. Jakarta: Erlangga.</i></p> <p><b>Material:</b>  Developing learning programs  <b>References:</b>  <i>Morrison Gary R, Ross, Steven M, Kemp, Jerrold E. 2001. Designing Effective Instruction. Third Edition. New York: John Wiley &amp; Sons, Inc.</i></p> <p><b>Material:</b>  Developing learning programs  <b>References:</b>  <i>Carey, W Dick, and Carey, L &amp; Carey, JO. 2009. The Systematic Design of Instruction. New Jersey: Pearson.</i></p>	9%
----	---------------------------	---	--	---	---	----

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	23%
2.	Project Results Assessment / Product Assessment	74.5%
3.	Test	2.5%
		100%

#### 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.



