



Universitas Negeri Surabaya Faculty of Education, Special Education Undergraduate Study Program

SEMESTER	IFA	RNING	PLAN
OLIVILO I LIV			

Courses			CODE			Co	urse F	amily					Credit	Weight		SEM	IESTEF		ompilatior ate	1
Individualized L	earning Program.		8620202358			Co	mpuls	ory Stu	ıdy Pro	gram	Subjec	ets	T=1 F	=1 ECTS	=3.18		4	Jı	ıly 17, 202	4
AUTHORIZATIO	ON		SP Develope	er						Cou	ırse C	luster	Coordi	nator		Stud	ly Prog	ram C	oordinato	r
			Diah Anggraeny, S.Pd., M.Pd. ; Dr. Wagino, M.Pd. ; Dr. Endang Purbaningrum, M.Kes. ; Devina Rahmadiani Kamaruddin Nur, M.Pd				, M.Pd. a	i					Dr. H. Pamuji, M.Kes.							
Learning model	Project Based Le	earning	g																	
Program Learning	PLO study prog	ram t	hat is charg	ed to	the c	ourse	•													
Outcomes	PLO-10	Desig	ns special ed	ucatio	n curri	culum	and s	ervice	prograr	ns.										
(PLO)	PLO-14	Maste	ering the basic	s of d	esignii	ng, im	plemei	nting, a	assessii	ng sei	rvices f	for GD	PK							
	Program Object	tives ((PO)																	
	PO - 1		o utilize scien gs in PPI	ce an	d tech	nology	/ in the	e field	of PPI	and a	ble to	adapt	to the	special nee	ds of	stude	nts in ir	nclusiv	e educatio	n
	PO - 2	maste	r the concepts	s and	theorie	es rela	ted to	PPI in	depth i	ncludi	ing the	minim	um req	uirements f	or pre	parin	g PPI 3.	able t	o analyze	
	PO - 3		o analyze an gies for compl				and in	hibiting	g factor	s in t	the pre	paratio	on and	implement	ation	of PP	I in sch	nools a	and develo	р
	PO - 4	can de	esign PPI acc	ording	to the	speci	al nee	ds of s	tudents	with	specia	l need:	s							
	PO - 5	can ca	arry out evalua	ations	of imp	lemen	itation	and pr	ovide ir	put o	n the s	succes	s or fail	ure of PPI						
	PO - 6	respor	nsible for com	pletin	g tasks	s for th	e achi	eveme	ent of in	dividu	ıal and	group	work re	esults						
	PLO-PO Matrix																			
			P.O		PLO-:	10		PLO-1	.4											
			PO-1																	
			PO-2																	
			PO-3																	
			PO-4																	
			PO-5																	
			PO-6																	
	PO Matrix at the	end	of each lear	ning	stage	(Sub	-PO)													
			P.O									Week								
				1	2	3	4	5	6	7	8	9	10	11 1	2	13	14	15	16	
		PC	D-1																	
		PC	D-2																	
		PC)-3																	
		PC)-4																	
		PC)-5												1					
		PC)-6																	
		_	L											L	I_					
Short Course Description	Individual learning	g prog	ram (PPI) is	a lea	rning nina se	progra	ım des	signed I that o	to help	stuc	dents v	with sp	pecial r	needs acco	rding eds w	to the	eir abilit	ties. B	asically, a	n al
	children in regular													,		. 3.	, 8			
References	Main :																			
			Pembelajarai Kecenderunga							kdikn	as									
	Supporters:																			
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lecturer	Prof. Dr. H. Murtadlo, M.Pd. Dr. Endang Purbaningrum, M.Kes. Dr. Wagino, M.Pd. Diah Anggraeny, S.Pd., M.Pd. Ima Kurrotun Ainin, S.Pd., M.Pd. Devina Rahmadiani Kamaruddin Nur, M.Pd.

Weel	Final abilities of each learning stage (Sub-PO)	Eva	luation	Help Learn Learning met Student Assigi [Estimated	thods, nments,	Learning materials [References	Assessment Weight (%)
	(500 1 5)	Indicator	Criteria & Form	Offline (offline)	Online (online)	J	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the concept of services for children with special needs	Explain the concept of services for children with special needs Identify services for children with special needs	Criteria: Explain the concept of services for children with special needs Form of Assessment: Participatory Activities, Portfolio Assessment	Lecture Discussion Questions and Answers 3 X 50		Material: Concept of services for children with special needs Reference: Murtadlo, 2014. Individual Learning. Surabaya: Unipress	3%
2	Understand the procedures, theory and practice of individual learning programs in general	Explaining the procedures, theory and practice of individual learning programs in general identifying the procedures, theory and practice of individual learning programs in general	Criteria: Identify services for children with special needs Form of Assessment: Participatory Activities, Portfolio Assessment	LecturesDiscussionsQuestions and AnswersGiving 3 X 50 Presentation Assignments		Material: Procedures, theory and practice of individual learning programs in general Reference: Murtadlo, 2014. Individual Learning. Surabaya: Unipress	3%
3	Understand the procedures, theory and practice of individual learning programs in general	Explaining the procedures, theory and practice of individual learning programs in general Identifying the procedures, theory and practice of individual learning programs in general	Criteria: Identify services for children with special needs Form of Assessment: Participatory Activities, Portfolio Assessment	LecturesDiscussionsQuestions and AnswersGiving 3 X 50 Presentation Assignments		Material: Procedures, theory and practice of individual learning programs in general. Reference: Sunardi, 2009. Trends in Special Education. Jakarta: Dekdiknas	3%

4	Understanding individual	1.Explains	Criteria:		Material:	3%
	learning programs for	procedures,	Explain individual	Lecture Discussion Questions	Individual	
	visually impaired	theory and	learning programs	and Answers Giving 3 X 50	learning	
	studentsUnderstanding		for students who	Group Presentation	program for	
1	individual learning programs for deaf	practice of	are visually	Assignments	ABK	
	studentsUnderstanding	individual	impaired. Identify components of		participants	
	individual learning	learning	individual learning		Library:	
	programs for visually	programs in	programs for		Sunardi, 2009.	
	impaired	general	students who are		Trends in	
	studentsUnderstanding	2.Identify	blind. Explain		Special	
	individual learning	procedures,	individual learning		Education.	
	programs for visually impaired students	theory and	programs for		Jakarta:	
	impaired students	practice of	students who are deaf. Identify		Dekdiknas	
		individual	components of			
		learning	individual learning			
		programs in	programs for			
		general	students who are			
		3.Explains	deaf. Explain			
		individual	individual learning programs for			
		learning	students with			
			visual impairments.			
		programs for blind	for students with			
			physical			
		students	impairments			
		4.Identify	Identify components of			
		components	individual learning			
		of	programs for			
		individualized	students with			
		learning	physical			
		programs for	impairments			
		students with	Form of			
		visual	Assessment :			
		impairments	Participatory			
		5.Explains	Activities, Portfolio			
		individual	Assessment			
		learning	7.000001110110			
		programs for				
		deaf students				
		6.Identify				
		components				
		of				
		individualized				
		learning				
		programs for				
		deaf students				
		7.Explains				
		individual				
		learning				
		programs for				
		students with				
		intellectual				
		disabilities				
		8.Identify				
		,				
		components				
		of individual				
		learning				
		programs for				
		students with				
		intellectual				
		disabilities				
		9.Explains				
		individual				
		learning				
		programs for				
		students with				
		physical				
		impairments				
		10.Identify				
		components				
		of individual				
		learning				
		programs for				
		students with				
		physical				
		impairments				
		impairments				
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learnir visuall	rstanding individual ng programs for	1.Explains	Criteria:		Material:	3%
individ progra studer individ progra impair studer individ progra	ly impaired intits Understanding dual learning ams for deaf this Understanding dual learning ams for visually ed ints Understanding dual learning ams for visually ed at sudents with the control of the	procedures, theory and practice of individual learning programs in general 2. Identify procedures, theory and practice of individual learning programs in general 3. Explains individual learning programs for blind students 4. Identify components of individual learning programs for students with visual impairments 5. Explains individual learning programs for students with visual impairments 6. Identify components of individual learning programs for deaf students 7. Explains individual learning programs for students with intellectual disabilities 8. Identify components of individual learning programs for students with intellectual disabilities 9. Explains individual learning programs for students with intellectual disabilities 9. Explains individual learning programs for students with physical impairments 10. Identify components of individual learning programs for students with physical impairments 10. Identify components of individual learning programs for students with physical impairments 10. Identify components of students with physical	Explain individual learning programs for students who are visually impaired. Identify components of individual learning programs for students who are blind. Explain individual learning programs for students who are deaf. Identify components of individual learning programs for students who are deaf. Explain individual learning programs for students with visual impairments. For students with physical impairments of individual learning programs for students with physical impairments. Form of Assessment: Participatory Activities, Portfolio Assessment	Lecture Discussion Questions and Answers Giving 3 X 50 Group Presentation Assignments	Individual learning program for ABK participants Library: Sunardi, 2009. Trends in Special Education. Jakarta: Dekdiknas	

7	Understanding individual learning programs for visually impaired studentsUnderstanding individual learning programs for deaf studentsUnderstanding individual learning programs for visually impaired studentsUnderstanding individual learning programs for visually impaired students with the students wi	1.Explains procedures, theory and practice of individual learning programs in general 2. Identify procedures, theory and practice of individual learning programs in general 3. Explains individual learning programs for blind students 4. Identify components of individualized learning programs for students with visual impairments 5. Explains individual learning programs for deaf students 6. Identify components of individualized learning programs for deaf students 7. Explains individual learning programs for students with intellectual disabilities 8. Identify components of individual learning programs for students with intellectual disabilities 9. Explains individual learning programs for students with intellectual disabilities 9. Explains individual learning programs for students with intellectual disabilities 10. Identify components of individual learning programs for students with physical impairments 10. Identify components of individual learning programs for students with physical impairments 10. Identify components of individual learning programs for students with physical impairments	Criteria: Explain individual learning programs for students who are visually impaired. Identify components of individual learning programs for students who are blind. Explain individual learning programs for students who are deaf. Identify components of individual learning programs for students who are deaf. Explain individual learning programs for students with visual impairments. for students with physical impairments of individual learning programs for students with physical impairments. Form of Assessment: Participatory Activities, Portfolio Assessment	Lecture Discussion Questions and Answers Giving 3 X 50 Group Presentation Assignments	Material: Individual Individual Iearning program for ABK participants Library: Sunardi, 2009. Trends in Special Education. Jakarta: Dekdiknas	3%
8	UTS	UTS	Criteria: Working on the U.S.S Form of Assessment : Test	UTS 3 X 50	Material: USS questions Library: Murtadlo, 2014. Individual Learning. Surabaya: Unipress Material: USS Library questions: Sunardi, 2009. Trends in Special Education. Jakarta: Dekdiknas	5%

9	Understanding individual	1.Describes an	Criteria:	LecturesDiscussionsQuestions	 Material:	10%
	learning programs for	individualized	Explain individual	and	Individual	
	slow	learning	learning programs	AnswersAssignmentsGroup	learning	
	learnersUnderstanding individual learning	program for	for children who are slow learners.	Presentations	program for	
	programs for gifted	children with	Identify	3 X 50	children with	
	childrenUnderstanding	ADHD	components of		special needs	
	individual learning	2.Identifying	individual learning		Reference:	
	programs for children	components	programs for		Murtadlo,	
	with ADHDUnderstanding		children who are		2014.	
	individual learning programs for children	of an	slow learners. Explain individual		Individual	
	with multiple	individualized	learning programs		Learning.	
	disabilitiesUnderstanding	learning	for gifted children.		Surabaya:	
	individual learning	program for	Identify		Unipress	
	programs for children with hearing	children with	components of			
	impairmentUnderstanding	ADHD	individual learning programs for gifted		1	
	individual learning	3.Explains	children. Describe		1	
	programs for children	individual	individual learning		ĺ	
	with other special needs	learning	programs for		ĺ	
		programs for	children with		1	
		children with	ADHD. Identify components of		1	
		multiple	individual learning		1	
		disabilities	programs for		1	
		Identify the	children with			
		components	ADHD. Explain		1	
		of an	individual learning		1	
		individualized	programs for children with			
		learning	multiple		ĺ	
		program for	disabilities. Identify		1	
		children with	program		ĺ	
		multiple	components. individual learning		1	
		disabilities	for children with		1	
		5.Explains	hearing		1	
		individual	impairments			
		learning	Explaining		1	
		programs for	individual learning		ĺ	
		children with	programs for children with		1	
		hearing	hearing		1	
		impairments	impairments		ĺ	
		6.Identify	Identifying		ĺ	
		components	components of individual learning		1	
		of	programs for		1	
		individualized	children with		ĺ	
		learning	hearing		ĺ	
		programs for	impairments		ĺ	
		children with	Explaining individual learning		1	
		hearing	programs for		1	
			children with other		1	
		impairments	special needs		1	
		7.Explain	Identifying		1	
		individual	components of		1	
		learning	individual learning programs for		1	
		programs for	children with other		1	
		children with	special needs		1	
		other special	,		1	
		needs	Form of		1	
		8.Identify	Assessment :		ĺ	
		components	Project Results		ĺ	
		of	Assessment /		ĺ	
		individualized	Product Assessment		1	
		learning			1	
		programs for			1	
		children with			1	
		other special			1	
		needs			1	
igsquare					1	

10 Understanding individual learning programs for Material: Criteria: 10% 1.Describes an LecturesDiscussionsQuestions Explain individual Understanding individualized and learning programs for children who are slow learners. AnswersAssignmentsGroup individual learning learnersUnderstanding Presentations learning individual learning programs for gifted childrenUnderstanding program for programs for 3 X 50 children with Identify components of individual learning slow learning ADHD individual learning programs for children with ADHDUnderstanding children 2.Identifying programs for children who are Understanding components individual individual learning programs for children of an slow learners. Explain individual learning individualized programs for gifted children with multiple disabilitiesUnderstanding learning programs for gifted children. learning disabilitiesUnderstanding individual learning programs for children with hearing impairmentUnderstanding individual learning programs for children with other special needs program for Understanding Identify children with components of individual learning programs for gifted individual learning ADHD 3.Explains programs for children. Describe individual learning individual ADHD children programs for children with ADHD. Identify components of individual learning learning Understanding programs for individual children with learning multiple programs for disabilities programs for children with children with 4.Identify the multiple ADHD. Explain individual learning programs for components disabilities of an Understanding individualized individual children with multiple disabilities. Identify learning learning program for programs for program components. individual learning children with children with multiple hearing disabilities impairment for children with Understanding 5.Explains hearing impairments individual individual Explaining individual learning programs for children with learning learning programs for children with programs for children with other special hearing impairments hearing needs impairments Identifying components of individual learning programs for Reference: 6.Identify Murtadlo, components 2014. Individualized children with individualized Learning hearing learning Surabaya: impairments programs for Explaining individual learning Unipress children with individual learning programs for children with other special needs Identifying components of individual learning programs for children with other hearing Material: impairments Understanding 7.Explain individual learning individual programs for learning slow learning children programs for children with other children with special needs Understanding other special individual needs Form of learning 8.Identify Assessment: programs for components Project Results gifted children Understanding Assessment / of Product Assessment individualized individual learning learning programs for programs for ADHD children with other special children Understanding needs individual learning programs for children with disabilities Understanding individual learning programs for children with hearing impairments Understanding individual learning programs for children with other special needs Reference: Sunardi , 2009. Trends in Special Education Jakarta. Dekdiknas

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11	Understanding individual	1.Describes an	Criteria:	LecturesDiscussionsQuestions	 Material:	9%
	learning programs for	individualized	Explain individual	and	Individual	
	slow	learning	learning programs	AnswersAssignmentsGroup	learning	
	learnersUnderstanding		for children who	Presentations	program for	
	individual learning	program for	are slow learners.	3 X 50	children with	
	programs for gifted childrenUnderstanding	children with	Identify		special needs	
	individual learning	ADHD	components of individual learning		Reference:	
	programs for children	2.Identifying	programs for		Murtadlo.	
	with ADHDUnderstanding	components	children who are		2014.	
	individual learning	of an	slow learners.		Individual	
	programs for children	individualized	Explain individual			
	with multiple	learning	learning programs		Learning.	
	disabilitiesUnderstanding	program for	for gifted children.		Surabaya:	
	individual learning		Identify		Unipress	
	programs for children with hearing	children with	components of			
	impairmentUnderstanding	ADHD	individual learning programs for gifted			
	individual learning	3.Explains	children. Describe			
	programs for children	individual	individual learning			
	with other special needs	learning	programs for			
		programs for	children with			
		children with	ADHD. Identify			
		multiple	components of			
		disabilities	individual learning			
		4.Identify the	programs for children with			
		components	ADHD. Explain			
		'	individual learning			
		of an	programs for			
		individualized	children with			
		learning	multiple			
		program for	disabilities. Identify			
		children with	program components.			
		multiple	individual learning			
		disabilities	for children with			
		5.Explains	hearing			
		individual	impairments			
		learning	Explaining			
			individual learning			
		programs for	programs for			
		children with	children with			
		hearing	hearing impairments			
		impairments	Identifying			
		6.Identify	components of			
		components	individual learning			
		of	programs for			
		individualized	children with			
		learning	hearing			
		programs for	impairments Explaining			
		children with	Explaining individual learning			
		hearing	programs for			
		•	children with other			
		impairments	special needs			
		7.Explain	Identifying			
		individual	components of			
		learning	individual learning			
		programs for	programs for			
		children with	children with other special needs			
		other special	special needs			
		needs	Form of			
		8.Identify	Assessment :			
		components	Project Results			
			Assessment /			
		of	Product Assessment			
		individualized	FIOUUCI ASSESSIIIEIII			
		learning				
		programs for				
		children with				
		other special				
		needs				
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12	Understanding individual	1.Describes an	Criteria:	LecturesDiscussionsQuestions	Material:	10%
	learning programs for	individualized	Explain individual	and	Individual	
	slow	learning	learning programs	AnswersAssignmentsGroup	learning	
	learnersUnderstanding	program for	for children who	Presentations	program for	
	individual learning programs for gifted		are slow learners.	3 X 50	children with	
	childrenUnderstanding	children with	Identify		special needs	
	individual learning	ADHD	components of individual learning		Reference:	
	programs for children	2.Identifying	programs for		Murtadlo.	
	with ADHDUnderstanding	components	children who are		2014.	
	individual learning	of an	slow learners.		Individual	
	programs for children	individualized	Explain individual		Learning.	
	with multiple	learning	learning programs		Surabaya:	
	disabilitiesUnderstanding	program for	for gifted children.		Unipress	
	individual learning programs for children	children with	Identify		Unipress	
	with hearing	ADHD	components of individual learning			
	impairmentUnderstanding		programs for gifted			
	individual learning	3.Explains	children. Describe			
	programs for children	individual	individual learning			
	with other special needs	learning	programs for			
		programs for	children with			
		children with	ADHD. Identify			
		multiple	components of			
		disabilities	individual learning programs for			
		4.Identify the	children with			
		components	ADHD. Explain			
		of an	individual learning			
			programs for			
		individualized	children with			
		learning	multiple			
		program for	disabilities. Identify			
		children with	program components.			
		multiple	individual learning			
		disabilities	for children with			
		5.Explains	hearing			
		individual	impairments			
		learning	Explaining			
		programs for	individual learning			
		children with	programs for			
			children with hearing			
		hearing	impairments			
		impairments	Identifying			
		6.Identify	components of			
		components	individual learning			
		of	programs for			
		individualized	children with			
		learning	hearing impairments			
		programs for	Explaining			
		children with	individual learning			
		hearing	programs for			
		impairments	children with other			
		7.Explain	special needs			
			Identifying			
		individual	components of			
		learning	individual learning programs for			
		programs for	children with other			
		children with	special needs			
		other special				
		needs	Form of			
		8.Identify	Assessment :			
		components	Project Results			
		of	Assessment /			
		individualized	Product Assessment			
			T TOGUCE MOSCOSITICITE			
		learning				
		programs for				
		children with				
		other special				
		needs				
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Loderstanding individual learning programs for dearners understanding individual learning programs for children with reference that the standing individual learning programs for children with groups are for children with groups and the children with groups and the children with groups and the children with other special needs with other special					ı	1	
learning programs for discharding individual learning programs for glitted individual learning programs for children with a components of an individual learning programs for children with multiple and individual learning programs for an individua	13		1.Describes an		LecturesDiscussionsQuestions	Material:	10%
Seewers. Inderstanding individual learning programs for glitted with a programs for children with an individual learning programs for children with individual learning programs for children with programs for children with the entry entry with the					and	Individual	
lesindes understanding programs for children with multiple disabilities for children with multiple more with children with multiple more with children with the components of an individualized learning impairment understanding individualized learning programs for children with with children with multiple more with children with multiple more with children with multiple multiple more with children with multiple more with multiple more with multiple more with multiple more with multiple mul					AnswersAssignmentsGroup	learning	
programs for gifted children with ADHD Zelderstifting programs for children with programs for children with programs for children with meaning with meaning with others special needs with other special needs with others program for children with meaning programs for children with others special needs with others special needs of an individualized learning program for children with meaning programs for children with multiple disabilities. A stemmity the special needs with other special needs individualized learning programs for children with multiple disabilities. A stemmity the special needs individualized learning programs for children with hearing programs for children			•	for children who	Presentations	program for	
childrent UnderStanding individual learning programs for children disabilities Understanding individual learning programs for children disabilities Understanding individual learning programs for children with impairment Understanding programs for children with individual learning programs for children with individual learning programs for children with individual learning programs for children with multiple disabilities 4. Identify the components of children with multiple disabilities 5. Explains individual learning programs for children with multiple disabilities 4. Identify the components of children with hearing inpairments of ch							
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14	Understanding individual learning programs for slow learnersUnderstanding individual learning programs for gifted childrenUnderstanding individual learning programs for children with ADHDUnderstanding individual learning programs for children with multiple disabilitiesUnderstanding individual learning programs for children with hearing impairmentUnderstanding individual learning programs for children with other special needs	1.Describes an individualized learning program for children with ADHD 2.Identifying components of an individualized learning program for children with ADHD 3.Explains individual learning programs for children with multiple disabilities 4.Identify the components of an individualized learning program for children with multiple disabilities 5.Explains individual learning program for children with multiple disabilities 5.Explains individual learning programs for children with hearing programs for children with other special needs 8.Identify components of individualized learning programs for children with other special needs	Criteria: Explain individual learning programs for children who are slow learners. Identify components of individual learning programs for children who are slow learners. Explain individual learning programs for gifted children. Identify components of individual learning programs for gifted children. Describe individual learning programs for children with ADHD. Identify components of individual learning programs for children with ADHD. Explain individual learning programs for children with multiple disabilities. Identify program components. individual learning programs for children with hearing impairments Explaining individual learning programs for children with hearing impairments Identifying components of individual learning programs for children with hearing impairments Explaining individual learning programs for children with hearing impairments Explaining individual learning programs for children with hearing impairments Explaining individual learning programs for children with other special needs Identifying components of individual learning programs for children with other special needs Form of Assessment: Product Assessment	LecturesDiscussionsQuestions and AnswersAssignmentsGroup Presentations 3 X 50	Material: Individual Iearning program for children with special needs Reference: Murtadlo, 2014. Individual Learning. Surabaya: Unipress	10%
15	Able to carry out assessments and plan individual learning programs	Applying assessment in learning Implementing individual learning program planning	Criteria: Applying assessment in learning Implementing individual learning program planning Form of Assessment: Project Results Assessment / Product Assessment	Assignment of 3 X 50 Discussion Project Assignments	Material: Assessment and Planning of Individual Learning Programs Reference: Sunardi, 2009. Trends in Special Education. Jakarta: Dekdiknas	10%
16	UAS	UAS	Criteria: Working on US Form of Assessment : Test	UAS 3 X 50	Material: US Questions Reference: Murtadlo, 2014. Individual Learning. Surabaya: Unipress Material: US Questions Bibliography: Sunardi, 2009. Trends in Special Education. Jakarta: Dekdiknas	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10.5%
2.	Project Results Assessment / Product Assessment	69%
3.	Portfolio Assessment	10.5%
4.	Test	10%
		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
- 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.
- 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 abilities in the process and student learning outcomes are specific and measurable statements that identify the 5. abilities 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
- 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.

 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.