



Universitas Negeri Surabaya
Faculty of Engineering,
Undergraduate Study Program, Fashion Design Education

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|----------------------|------------------------------------|-----------------------------------|-----------------------------------|-----|-----------|-------------------------------------|------------------|
| Design Basics | 8321202024 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 1 | July 13, 2023 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | Ma'rifatun Nashikhah, S.Pd., M.Pd. | | Dr. Sn.Inty Nahari, S.Pd., M.Ds. | | | Imami Arum Tri Rahayu, S.Pd., M.Pd. | |

| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-------|-------|-----|-------|-------|-------|------|----|----|----|------|----|----|----|------|------|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-5 | Have a professional attitude as an educator and practitioner in the field of fashion design which includes discipline, honesty, responsibility and cooperation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-7 | Skilled in designing teaching tools and applying them in learning in the field of fashion design | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-9 | Skilled in competency skills in the field of fashion including: fashion designer, pattern maker and dressmaker, and fashion crafts with an entrepreneurial perspective | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Students have the ability to plan the creation of a design work by utilizing learning resources and ICT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Students have knowledge of design elements and design principles to design a design work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 | Students have the ability to create design work, and analyze designs according to the character of the elements and design principles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 4 | Students have a responsible attitude in creating design work by applying design elements and principles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-7</th> <th>PLO-9</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td></tr> </tbody> </table> | | | P.O | PLO-5 | PLO-7 | PLO-9 | PO-1 | | | | PO-2 | | | | PO-3 | | | | PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | PLO-5 | PLO-7 | PLO-9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Short Course Description This course studies basic design concepts and practices, including design elements and principles in fashion design. Design elements include line, direction, shape, size, texture, pattern, value and color. Design principles include: unity, proportion, balance, center of interest and rhythm.

References **Main :**

1. Darmaprawira WA, Sulasmi, 2002,Warna:Teori dan Kreativitas Penggunaannya, Bandung: ITB.
2. Irawan, Bambang dan Tamara, Priscilla, 2013, Dasar-Dasar Desain, Depok: Griya Kreasi.
3. Sanyoto, Sadjiman Ebd, 2005, Dasar-Dasar Tata Rupa dan Desain (Nirmana), Yogyakarta: Arti Bumi Intaran.
4. Sipahelut, Atisah dan Petrussumadi, 1991, Dasar Desain, Jakarta: Departemen Pendidikan dan Kebudayaan.

| | | Supporters: | | | | | |
|----------------------------|--|---|---|---|-------------------|--|-----------------------|
| Supporting lecturer | | Dr. Deny Arifiana, S.Pd., M.A. Ma'rifatun Nashikhah, 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 | Have the ability to understand basic design concepts | a. Explain the meaning of design b. Explain the scope of the design c. Mention various designs. Explain the design criteria | Criteria: Assessment of various designs according to the specified topic. | Discussion lectures and assignments Approach: Scientific 2 X 50 | | Material: basic design concepts Library: Material: basic design concepts Reader: <i>Irawan, Bambang and Tamara, Priscilla, 2013, Design Basics, Depok: Griya Kreasi.</i> | 0% |
| 2 | Have the ability to explain the types and functions of tools and design materials. | 1.Explain the meaning of design tools 2.Identify various design tools 3.Explain the function of design tools 4.Explain the meaning of design materials 5.Identify various types of design materials 6.Explain the function of design materials | Criteria: Assessment includes: accuracy in answering questions, accuracy in using design tools and materials. | Discussion lectures and assignments Approach: Scientific Lectures discussion questions and answers exercises and assignments 2 X 50 | | Material: types and functions of tools along with design materials. References: <i>Irawan, Bambang and Tamara, Priscilla, 2013, Design Basics, Depok: Griya Kreasi.</i> | 0% |

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| 3 | Have the skills to express elements of line and direction | a. Explain the meaning of lines and directions b. Mention the various lines and directions c. Explain the characteristics of lines and directions d. Create design work by applying lines and directions. | <p>Criteria: Assessment includes: creativity, neatness, suitability to theme, layout and color.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | <p>Project Based Learning (PjBL)</p> <p>Phase 1: Determining basic questions What is the procedure for creating line and direction elements</p> <p>Phase 2: Developing a project plan Asking students to create a project with line and direction elements</p> <p>Phase 3: Developing a schedule Compiling a project work plan for each design group (table schedule given the implementation of activities) 2 X 50</p> | | <p>Material: elements of line and direction References:</p> <hr/> <p>Material: elements of line and direction Reader: <i>Irawan, Bambang and Tamara, Priscilla, 2013, Basics of Design, Depok: Griya Kreasi.</i></p> | 0% |
| 4 | Have the skills to express shape and size | a. Explain the meaning of shape and size b. Mention various shapes and sizes c. Explain the characteristics of shape and size d. Create compositions of shapes and sizes | <p>Criteria: 1. Discussion assessment includes the accuracy of answers along with examples of each. 2. Performance assessment includes creativity, neatness, accuracy in applying shapes and sizes.</p> <p>Form of Assessment : Practice / Performance</p> | Lectures, group discussions, questions and answers, exercises and assignments 2 X 50 | | <p>Material: shape and size Reader: <i>Irawan, Bambang and Tamara, Priscilla, 2013, Design Basics, Depok: Griya Kreasi.</i></p> | 0% |
| 5 | Have the skills to express textures and motifs | a. Explain the meaning of texture and motif b. Mention various textures and motifs. c. Explain the characteristics of textures and motifs. d. Create compositions of textures and motifs. | <p>Criteria: The assessment includes: accuracy, creativity, harmony and neatness of the application of textures and motifs to clothing works.</p> <p>Form of Assessment : Participatory Activities</p> | Lecture, group discussion, questions and answers, exercises and assignments 2 X 50 | | <p>Material: textures and motifs Library: <i>Sipahelut, Atisah and Petrussumadi, 1991, Basic Design, Jakarta: Department of Education and Culture.</i></p> | 0% |
| 6 | Have the skills to express value and color | a. Explain the meaning of value and color b. Mention various values and colors. c. Explain the characteristics of value and color d. Creating value and color compositions in fashion design works | <p>Criteria: Assessment includes: accuracy, harmony, creativity, and neatness with a score range of 0 - 100</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, group discussions, questions and answers, exercises and assignments 2 X 50 | | <p>Material: value and color Bibliography: <i>Darmaprawira WA, Sulasmi, 2002, Color: Theory and Creativity of Its Use, Bandung: ITB.</i></p> | 0% |

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|----|---|--|---|--|--|---|----|
| 7 | Have the skills to express value and color | a. Explain the meaning of value and color b. Mention various values and colors. c. Explain the characteristics of value and color d. Creating value and color compositions in fashion design works | Criteria: Assessment includes: accuracy, harmony, creativity, and neatness with a score range of 0 - 100 Form of Assessment : Participatory Activities, Practice/Performance | Lectures, group discussions, questions and answers, exercises and assignments 2 X 50 | | Material: value and color Bibliography: <i>Darmaprawira WA, Sulasmi, 2002, Color: Theory and Creativity of Its Use, Bandung: ITB.</i> | 0% |
| 8 | Final Semester Evaluation / Final Semester Examination | | | 2 X 50 | | | 0% |
| 9 | Have the skills to express the principle of Unity | a. Explain the meaning of the principle of Unity b. Mention the categories of Unitary principles c. Explain the nature and meaning of the principle of Unity d. Applying the principle of Unity to fashion design work | Criteria: Assessment includes accuracy in providing answers to the questions given with a value range of 0 - 100 | Lecture, group discussion, questions and answers, exercises and assignments 2 X 50 | | Material: principle of Unity Reference: <i>Sanyoto, Sadjiman EbdI, 2005, Basics of Fine Arts and Design (Nirmana), Yogyakarta: Meaning of Bumi Intaran.</i> | 0% |
| 10 | Have the skills to express the principle of Unity | a. Explain the meaning of the principle of Unity b. Mention the categories of Unitary principles c. Explain the nature and meaning of the principle of Unity d. Applying the principle of Unity to fashion design work | Criteria: The assessment includes: completeness, creativity, accuracy and neatness of the image with a value range of 0 - 100 Form of Assessment : Participatory Activities | Lecture, group discussion, questions and answers, exercises and assignments 2 X 50 | | Material: principle of Unity Reference: <i>Sanyoto, Sadjiman EbdI, 2005, Basics of Fine Arts and Design (Nirmana), Yogyakarta: Meaning of Bumi Intaran.</i> | 0% |
| 11 | Have the skills to express the principle of Proportion (Proportion) | a. Explain the meaning of the principle of Proportion. b. Mention the principle categories of Proportion. c. Explain the characteristics of the principle of Proportion. d. Applying the principles of proportion to fashion design. | Criteria: 1. Grade A: If the application of the principle of proportion in the design is very correct. 2. Grade B: If the application of the principle of proportion in the design is correct. 3. Grade C: If the application of the principle of proportion in the design is quite correct. 4. Grade D: If the application of the principle of proportion in the design is not correct. 5. Value E: If the application of the principle of proportion in the design is incorrect. Form of Assessment : Participatory Activities | Lectures, group discussions, questions and answers, exercises and assignments. 2 X 50 | | Material: principle of proportion (Proportion) Reader: <i>Sanyoto, Sadjiman EbdI, 2005, Basics of Fine Arts and Design (Nirmana), Yogyakarta: Meaning of Bumi Intaran.</i> | 0% |

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| 12 | Have the skills to express the principle of Balance (Balance) | a. Explain the meaning of the principle of balance b. Mention the categories of Balance principles c. Explain the characteristics of the balance principle d. Applying the principle of balance to fashion design work | Criteria: 1. Grade A: If the design is very precise in applying the principle of balance. 2. Grade B: If the design is correct in applying the principle of balance. 3. Grade C: If the design is quite appropriate in applying the principle of balance. 4. Grade D: If the design is not appropriate in applying the principle of balance. 5. Value E: If the design is not appropriate in applying the principle of balance. | Project Based Learning (PjBL) Phase 4: Monitoring students and project progress 1. application of the principle of Balance in fashion design 2. Finished clothing according to the principle of Balance 2 X 50 | | Material: principles of balance (Balance) Reader: Sanyoto, Sadjiman Ebd, 2005, <i>Basics of Fine Arts and Design (Nirmana)</i> , Yogyakarta: <i>Meaning of Bumi Intaran.</i> | 0% |
| 13 | Have the skills to express the principle of Center of Interest | a. Explain the meaning of the principle of Center of Attention b. Mention the principle categories of Center of attention c. Explain the characteristics of the principle of Center of Attention d. Applying the principle of Center of Attention to fashion design | Criteria: 1. The assessment includes: accuracy, completeness, and creativity in making fashion store display reports 2. Value range: 0 - 100 Form of Assessment : Participatory Activities | Project Based Learning (PjBL) Phase 4: Monitoring students and project progress 1. application of the Center of Interest principle in fashion design 2. Finished clothing results according to the Center of Interest principle 4 X 50 | | Material: Center of Interest Library: Sanyoto, Sadjiman Ebd, 2005, <i>Basics of Fine Arts and Design (Nirmana)</i> , Yogyakarta: <i>Meaning of Bumi Intaran.</i> | 0% |
| 14 | Have the skills to express the principle of Center of Interest | a. Explain the meaning of the principle of Center of Attention b. Mention the principle categories of Center of attention c. Explain the characteristics of the principle of Center of Attention d. Applying the principle of Center of Attention to fashion design | Criteria: 1. The assessment includes: accuracy, completeness, and creativity in making fashion store display reports 2. Value range: 0 - 100 Form of Assessment : Participatory Activities | Project Based Learning (PjBL) Phase 4: Monitoring students and project progress 1. application of the Center of Interest principle in fashion design 2. Finished clothing results according to the Center of Interest principle 2 X 50 | | Material: Center of Interest Library: Sanyoto, Sadjiman Ebd, 2005, <i>Basics of Fine Arts and Design (Nirmana)</i> , Yogyakarta: <i>Meaning of Bumi Intaran.</i> | 0% |

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| 15 | Have the skills to express the principles of Rhythm (Rhythm) | a. Explain the meaning of the principle of Rhythm. b. Mention the categories of Rhythm principles. c. Explain the characteristics of the Rhythm principle. d. Applying the principles of Rhythm to fashion design. | Criteria: 1. Grade A: If the fashion design is very precise in applying the principle of rhythm. 2. Grade B: If the fashion design correctly applies the principle of rhythm. 3. Grade C: If the fashion design is quite appropriate in applying the principle of rhythm. 4. Grade D: If the fashion design is not appropriate in applying the principle of rhythm. 5. Value E: If the fashion design does not correctly apply the principle of rhythm. | Phase 5: Evaluation of results Evaluation of results into principles of Rhythm in fashion design Phase 6: Evaluation of Experience Providing input on the results into principles of Rhythm in fashion design 2 X 50 | | Material: principles of rhythm (Rhythm) Reader: Sanyoto, Sadjiman Ebdī, 2005, <i>Basics of Fine Arts and Design (Nirmana)</i> , Yogyakarta: Meaning of Bumi Intaran. | 0% |
| 16 | Students are able to do UAS questions well | | Criteria: The assessment includes accuracy in providing answers to the UAS questions given with a value range of 0 - 100 | 2 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.